



Broughton Primary School

Nursery Parent Welcome Pack

September 2021 Entry

WELCOME!

Your child is about to start their learning journey at Broughton Primary school and we would like to extend a huge welcome to you! This brochure is intended to give you some information about life in Nursery; what you can expect and a few ideas on how you can prepare your child. Ideally, we would also love to give you information about your child's transition, and meet you and your child face to face during a home visit. However, due to the ongoing Covid 19 pandemic, we are unable to offer this currently and, therefore, have designed this welcome pack to give you as much information as possible. In addition, a telephone meeting will be arranged to gather some information about your child and discuss the finer details such as start dates, any special requirements and so on.

If you have any further queries or concerns or wish to discuss anything with the class teacher, please feel free to contact the school office by telephone or email and we will happily arrange a discussion.

Meet the Team

Mrs Lindsay Wynne

Mrs Wynne is the Early Years class teacher and Head of Early Years.



Kerry Fitzsimmons

Kerry is a Senior Teaching Assistant in our Early Years Unit in the mornings and afternoons.



Sarah Lomax

Sarah is a Senior Teaching Assistant in our Early Years Unit in the morning and afternoons.



Lisa Eland

Lisa is a Teaching Assistant in our Early Years Unit in the mornings.



A BIT ABOUT EYFS

What is Early Years Foundation Stage (EYFS)?

“The EYFS sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provides the right foundation for good future progress through school and life.” (Early Years Framework)

Four guiding principles shape practice in Early Years settings. These are:

- A Unique Child – Every child is unique who is constantly learning and can be resilient, capable, confident and self-assured.
- Positive Relationships – Children learn to be strong and independent through positive relationships.
- Enabling Environments – children learn and develop well in environments which respond to their individual needs and there is a strong partnership between practitioners and parents/carers.
- Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early years’ provision, including children with special educational needs and disabilities.

AREAS OF LEARNING AND DEVELOPMENT

There are seven areas of learning and development that shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas, the prime areas, are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The PRIME AREAS are:

- Communication and language
- Physical development
- Personal, social and emotional development

Then there are four specific areas through which the prime areas are strengthened and applied.

The SPECIFIC AREAS are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. The individual needs, interests, and stage of development of each child will be considered in order to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

CHARACTERISTICS OF EFFECTIVE LEARNING

When planning and guiding children's activities, consideration will always be given to the different ways that children learn and these will be reflected in classroom practice. These are, essentially, how children learn and are referred to as the 'characteristics of effective learning'. They are:

- Playing and exploring – children investigate and experience things, and 'have a go';
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

THE THREE PRIME AREAS OF LEARNING

Communication and Language

By the end of the EYFS pupils will learn to:

- **Listening, Attention and Understanding**
 - Listen attentively and respond to what they hear appropriately
 - Make comments about what they have heard and ask questions to clarify their understanding
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- **Speaking**
 - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions



Personal, Social and Emotional Development

By the end of the EYFS pupils will learn to:

- **Self-Regulation**
 - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
 - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
 - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions
- **Managing Self**
 - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
 - Explain the reasons for rules, know right from wrong and try to behave accordingly
 - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.



Physical Development

By the end of the EYFS pupils will learn to:

- **Gross Motor Skills**
 - Negotiate space and objects safely, with consideration for themselves and others
 - Demonstrate strength, balance and coordination when playing
 - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- **Fine Motor Skills**
 - Hold a pencil effectively in preparation for fluent writing
 - Use a range of small tools, including scissors, paint brushes and cutlery
 - Begin to show accuracy and care when drawing



THE FOUR SPECIFIC AREAS OF LEARNING

Literacy

By the end of the EYFS pupils will learn to:

- Comprehension
 - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
 - Anticipate – where appropriate – key events in stories
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
- Word Reading
 - Say a sound for each letter in the alphabet and at least 10 digraphs
 - Read words consistent with their phonic knowledge by sound-blending
 - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Writing
 - Write recognisable letters, most of which are correctly formed
 - Spell words by identifying sounds in them and representing the sounds with a letter or letters
 - Write simple phrases and sentences that can be read by others.



Mathematics

By the end of the EYFS, pupils will learn to:

- Number
 - Have a deep understanding of numbers to 10, including the composition of each number
 - Subitise (recognise quantities without counting) up to 5
 - Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.
- Numerical Patterns
 - Verbally count beyond 20, recognising the pattern of the counting system
 - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
 - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



Understanding the World

By the end of the EYFS pupils will learn to:

- Past and Present
 - Talk about the lives of the people around them and their roles in society
 - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
 - Understand the past through settings, characters and events encountered in books read in class and storytelling.
- People, Culture and Communities
 - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
 - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
- The Natural World
 - Explore the natural world around them, making observations and drawing pictures of animals and plants
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
 - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive Arts and Design

By the end of the EYFS pupils will learn to:

- Creating with Materials
 - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
 - Share their creations, explaining the process they have used
 - Make use of props and materials when role playing characters in narratives and stories
- Being Imaginative and Expressive
 - Invent, adapt and recount narratives and stories with peers and their teacher
 - Sing a range of well-known nursery rhymes and songs
 - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music



EARLY YEARS UNIT

The Early Years Unit includes children in both Nursery and Reception. There are two indoor classrooms and two adjoining outdoor spaces. The Nursery children spend the majority of their time in the main Early Years room which is arranged into areas of provision to accommodate the range of activities that go on, for example, role play, construction, painting, sand and water. There is a large 'carpet area' for large group work and a small room 'cosy corner' for small group work and quieter activities such as phonics. The second indoor classroom is used by the Reception children in the mornings for their adult-directed and group teaching times. The outdoor spaces are accessed directly from the indoor classroom enabling free flow provision between indoors and outdoors. The children also regularly use the outdoor Eco-garden on the edge of the school field as well as the large school playground. Both these areas are fully enclosed and secure. The class is accessed using its own door which is made secure and alarmed from the inside. It has its own kitchen and toilets for the children which are easily accessed without leaving the unit.

NURSERY SESSION

The morning nursery session runs from 09:00 – 12:00 and is free to all parents. If you qualify, you are also entitled to an additional 15 hours of free childcare in the afternoons from 12:00 – 15:00. You need to register online and inform school of your code. You are entitled to apply if you and your partner each earn more than the equivalent of 16 hours per week at the national living wage or minimum wage and earn no more than £100,000. If you are a single parent and meet the above criteria you will also be eligible for the 30 hours. If you are unsure of your eligibility please feel free to discuss this with the school.

Those not eligible can also use the extended provision but at a cost of £4.50 per hour.

You do not need to take up the full 30 hours. You could extend your child's day to 13:00 just to include lunch, or up to 15:00 to include the full day.

SCHOOL LUNCHES

For those children who stay for school lunch, there is a charge of £1.50 per day. The lunches are cooked on site and served to the nursery children in the classroom. A menu is sent home every 3 weeks so that you can choose lunch on your child's behalf.

SNACKS

Nursery children are entitled to free school milk. They will also receive fresh fruit daily and will have their own water bottle which will be sterilised daily. They will have free access to this throughout the day. An additional snack is provided each day, and a charge of £10 per term will be requested to cover this cost.

END OF THE SESSION

Please try to be prompt when collecting your child. Children may get very anxious if they are persistently the last to be collected. If anyone, other than yourself, is to collect your child from school please let us know for obvious security reasons.

Please do not bring cars onto the school car park; this is a real safety issue for small children who cannot be seen by drivers.

PRACTICALITIES

Uniform

All children are encouraged to wear the school uniform. This consists of a white or red polo shirt, red sweatshirt, dark trousers/skirt or pinafore and plain socks. Sweatshirts, polo shirts, fleeces and jackets can be ordered from Mrs. Bryden in the office.

Naming

Children are not the most reliable when it comes to looking after items of clothing or putting them somewhere safe. Therefore, could you please ensure that **ALL** items of clothing are clearly labelled with your child's name. Name tags are available to purchase.

Toileting

Every effort should be made for your child to be toilet trained before starting Nursery. If there are concerns in this regard, it can be discussed during the telephone home visit. All children often become engrossed in an activity and forget to go to the toilet on time. If your child does have an accident, do not worry, we will deal with it sensitively.

Spare Clothing

Please provide a spare change of clothes for your child. These can hang in a bag on your child's allocated peg in the cloakroom area. Much of our curriculum takes place outside or involves 'messy' play, so please do not put clothes on your child that need to be kept clean. Please bear in mind that we will be going out in all weathers!

Tapestry

Tapestry is an online learning tool which we use to record photographs and observations of your child throughout Nursery and Reception. When your child starts you will be given the required information to start a new account for your child. Please feel free to add your own comments and photographs of things they have been doing outside of school. (If you already have a Tapestry account from a previous setting which you would like to merge with their new account please inform Mrs Wynne so that she can liaise with your child's previous setting).



Class Dojo

Class Dojo is an app we use throughout school and is one of our main forms of contact with parents. When your child starts you will be given information about how to download the app and sign up to your child's class.



Lots of information is added to class dojo such as event reminders and celebrations.

How can you help your child prepare for starting Nursery

- Chat with your child about starting nursery – What will it be like? What are they excited about? What are they worried about? (if your child is reluctant to discuss nursery then don't press them). Remember, children are experts at picking up on how their parents are feeling so try to be calm and positive when talking about school.
- Share books about starting school with your child. Some examples are:
 - I am too absolutely small for school (Charlie and Lola) by Lauren Child
 - Starting school by Janet and Allan Ahlberg
 - Topsy and Tim start school by Jean and Gareth Adamson
 - Harry and the dinosaurs go to school by Ian Whybrow
 - Come to school too, Blue Kangaroo by Emma Chichester Clark
- Learn to wash and dry their hands without help
- Learn to go to the toilet as independently as possible
- Make clothing as easy as possible for them – elastic waists rather than zips and buttons, Velcro fastening on shoes.
- Help them recognise their own name. (Please don't worry if your child is unable to do this, they will soon learn once they start nursery).
- Use cutlery properly (a spoon and a fork) particularly if they will be staying for lunch.
- Drink from a cup without spilling.
- Use a tissue to wipe their nose. Practise "catch it, bin it, kill it" and then encourage them to wash their hands.
- Tidy up – practise at home by making it a game. They will be encouraged to hang their coat up, tidy toys and games away and help clear tables.
- Read lots of stories and sing nursery rhymes together.

TERM DATES 2021-2022

Autumn Term 2021

Wednesday 1st September – Tuesday 21st December

Half Term: Monday 25th October – Friday 29th October

Spring Term 2022

Wednesday 5th January – Friday 1st April

Half Term: Monday 14th February – Friday 18th February

Summer Term 2022

Tuesday 19th April – Thursday 21st July

Half Term: Monday 30th May – Friday 10th June

Early May Bank Holiday Monday 2nd May

Finally ...

If you find you have any questions or would like to discuss anything prior to your child starting in September, please feel free to contact the school office to arrange a phone call, or contact me directly on the following email: Lwynne@broughton-pri.cumbria.sch.uk

I look forward to getting to know you and your child in September.

Lindsaye Wynne