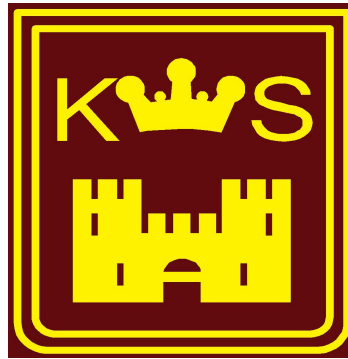




Nursery Class
Information
Welcome!
2026-27



Staffing

Mr Nickolds – Early Years Leader and Reception Class
Teacher

Miss Kerr – Nursery Class Teacher

Mrs Stalham – Early Years Practitioner

Mrs Gates – Nursery Nurse

Mrs Baker – Teaching Assistant

Mrs Sampson – Head Teacher

Mrs Chidley – Deputy Head Teacher

Transition Information - Today



Stay and Play – Monday, 6th July at 14:00 - 14:30

Parent Information Meeting - Monday, 6th July at 14:30 - 14:45

Transition Times



It is hoped that all children will transition into Nursery well.

Session without parents (for all children)

Wednesday 2nd September 8:40 - 9:40

Thursday 3rd September 8:40 - 9:40

Friday 4th September 8:40 - 11:40

Monday 7th September 8:40 - 11:40

30 hour provision

The children will attend on:

Tuesday 8th September 8:40 - 13:00

Wednesday 9th September 8:40 - 13:00

Thursday 10th September 8:40 - 14:40 (or 15:15 for paying children)

If you feel that your child may need any additional support, please contact admin@kenilworth.herts.sch.uk. They will be happy to help you or direct you to the appropriate channels.

Session Times



Morning session	8:40 – 11:40
Additional paid lunch session	11:40 - 12:40 £5.50 (+ £2.55 for a school dinner)
30 free hours entitlement	8:40 – 14:40 (+ £2.55 for a school dinner)
Additional time	14:40 – 15:15 £3.00 (35 extra minutes)

30 free hours can only be applied using a confirmation of a code, which is to be forwarded to Mrs Elliott (s.elliott@kenilworth.herts.sch.uk)

Attendance: by attending this school, please follow the school policy for attendance.

Uniform



- Burgundy or white polo shirt
- Burgundy school jumper or cardigan
- Black jogging bottoms
- Comfortable **black shoes**
 - no boots, no laces, no trainers
- NO hooped earrings or jewellery

(If your child wears jewellery for religious reasons, please see Mrs Elliot at the office to discuss.)



Your child also needs to have in school every day:

- **Complete change of clothes in a named bag** (plus extra pants and socks)
- Named water bottle
- Sun hat in the summer

All of your child's items **must** be clearly labelled!

School uniform can be ordered online, www.mapac.com, or bought in-store in Watford.

Curriculum



We use the EYFS Framework and observe using the Birth to 5 Matters Characteristics of Effective Learning.

This is split into 7 areas of learning; 3 prime areas which underpin everything and 4 specific areas of learning.

Prime

- Communication and Language (CL)
- Physical Development (PD)
- Personal, Social, and Emotional Development (PSED)

Specific

- Literacy (L)
- Maths (M)
- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

Tapestry



We use Tapestry as our observation and assessment tool in the Early Years. Staff regularly upload photographs and observations of your child's learning to record their progress throughout their learning journey. As we observe your child, we are looking for the characteristics of effective learning and how they approach and engage with different experiences.

Tapestry is easy to access online or through the app on your phone, allowing you to stay connected with your child's learning.

Parents and carers can also upload photos and observations from home, helping us build a fuller picture of your child's learning and celebrate their achievements both at Nursery and at home.

Make sure you:

- Pick up an information pack with the permission form.

Reading and Phonics



In Nursery, we use the **Little Wandle: Love of Reading** programme to foster a lifelong enjoyment of books. Our learning environment is carefully organised so that children regularly "bump into books" throughout the provision. Children have access to a wide range of fiction and non-fiction books, story sacks with props, nursery rhymes and poems, helping to develop a love of stories, language and reading.



Children also begin their phonics journey through the **Little Wandle** programme. They learn to recognise and say the basic phonemes (speech sounds) and begin blending these sounds together to make simple words, for example, *c-a-t*. We also play listening games, such as *I Spy*, to develop children's speaking and listening skills.

Learning to recognise and produce rhyme is another important part of early literacy. Singing songs, reciting nursery rhymes, sharing rhyming books and enjoying simple poems all help children develop an awareness of rhyme and rhythm. At this stage, the focus is entirely on developing these skills orally, providing the strong foundations needed for later reading and writing.



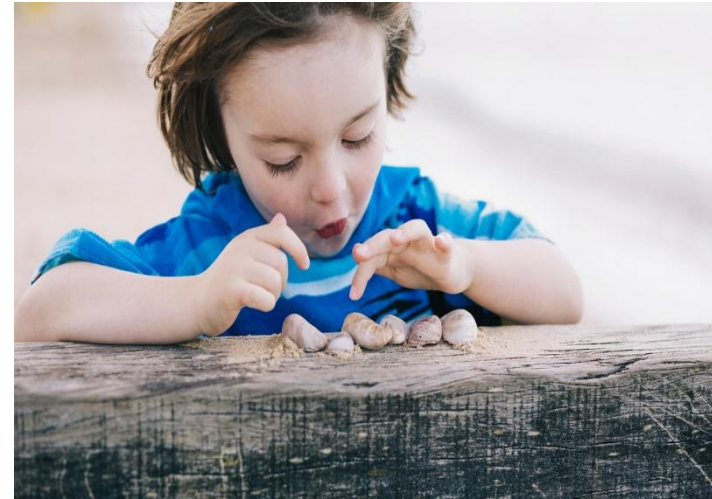
Maths



In Nursery, children explore mathematics in a wide variety of practical and engaging ways. They develop their mathematical understanding through singing number rhymes and songs, adult-led activities and, most importantly, through play-based learning.

Children are introduced to a range of mathematical concepts, including counting, sorting, pattern, shape, measure (such as length and capacity) and positional language. These experiences help them make sense of maths in meaningful, everyday contexts.

Children also have opportunities to develop and extend their mathematical skills independently within their Continuous Independent Learning (CIL). A wide range of mathematical resources and everyday objects are available to encourage exploration, problem-solving and mathematical thinking through play.



Topic Work



Children take part in topic-based learning through adult-led small group activities, carefully planned to develop key skills across the Early Years Foundation Stage curriculum.

Topics and themes usually last between two and five weeks, allowing children time to explore ideas in depth while maintaining their interest and engagement.

Wherever possible, our topics are shaped by the children's interests and ideas. Children may ask to learn about a particular subject, or staff may notice an emerging interest during Continuous Independent Learning (CIL) and use this as the starting point for a new topic. This child-centred approach helps to make learning meaningful, engaging and relevant to each cohort.



Child Initiated Learning (CIL)



Children learn best through play. During Continuous Independent Learning (CIL), they have opportunities to consolidate and apply the knowledge and skills they have developed during adult-led teaching sessions.

Children often choose to return to their favourite areas of learning. Staff carefully enhance these areas to extend children's thinking and introduce new learning opportunities. For example, numbered or lettered stones may be added to the construction area to encourage counting and early literacy, or large sticks may be placed in the mud kitchen to inspire mark-making and early writing.

Outdoor learning is an important part of our curriculum, and children have access to the outdoor environment during CIL every day, whatever the weather. Whether it is raining, snowing or sunny, children are encouraged to explore, investigate and be curious about the world around them.

Please ensure your child comes to Nursery with suitable clothing for the weather each day, including a waterproof coat and appropriate footwear, so they can enjoy all of the learning opportunities outdoors.

Keeping children safe is everyone's responsibility

What we ask of you...



Packaged treats need the list of ingredients.



Medicines signed in and out at the office



How we communicate with you

Communication is so important. It plays a huge role in ensuring that you are regularly sharing information with us to best support your child.

We do this by:

- Staff are available for quick chats at drop-off and pick-up times (most days)
- Tapestry
- Termly Parent Consultation Meetings
- Newsletters emailed and on the school website
- School Website: www.kenilworthprimary.com

Look out for:

- Parent Consultations Meetings
- Parent/Carer workshops (for example, how to support Early Reading)
- Information and tips in newsletters and the school website



Communication is important

Please keep us informed about anything that may affect your child's day or wellbeing. Even events that may seem small can have a big impact on young children.

For example, you might let us know if your child has been to a family celebration, had a disturbed night's sleep, has visitors staying at home, or has experienced the loss of a beloved pet or family member.

Sharing this information helps us to better understand your child's needs and provide the right support, reassurance and care throughout the day. Working together enables us to support your child's emotional wellbeing and help them feel happy, safe, and ready to learn.

How can I support my child at home?



Communicate and talk with your child



Enjoy physical activities together



Have fun exploring maths



Read, tell and make up stories together



Support your child to do things by themselves



Encourage your child to talk and play with others



Attendance

You must inform the school office if your child is going to be absent due to sickness before 8:30am.

If your child has a hospital appointment you must provide proof and complete an authorisation in the office.

GP and dentist appointments need to be taken out of school hours wherever possible.



We are so pleased you have
chosen us to be with your child
for the next stage of their
learning journey!

Thank you for attending this
meeting.