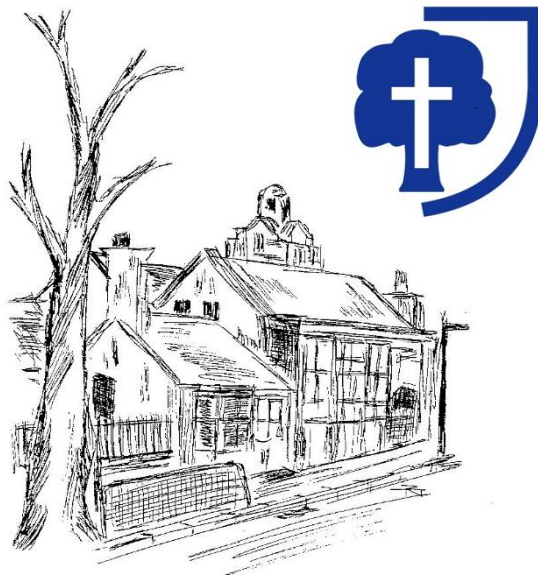


# Didsbury CE Primary School



## Nursery Information Booklet

### VISION STATEMENT

Our Christian school exists to provide a welcoming environment in which everyone is cherished and challenged to fulfil their potential.

Class teacher: Mrs Morgan  
Teaching Assistant: Miss Jones  
2021-22

Dear Parents and Carers,

Welcome to your Nursery curriculum handbook. Obviously, this academic year will have a different feel to it than previous years but we aim to make the learning experience as good as it can be given the restrictions placed on school.

We hope that you find the information useful in answering many of your questions about the next academic year. Our staff will be pleased to help you with any questions that may arise.

As your child progresses from one year to the next there are many aspects of school life which are the same and many aspects which will be new. What remains constant is the value we place on each child and the team work and communication which ensures that they enjoy their school life, work hard and develop self-confidence, self-motivation and self-discipline.

We are a caring school. We are all proud of the family atmosphere in our school and the standards we achieve, but always strive to improve. As we are a healthy school, we promote physical, emotional and mental health activities to equip children with the skills, knowledge and understanding they need to live a healthy, balanced life. We have very high expectations of the children and strive to provide the best resources for them, in order to help us to cherish and challenge every child to fulfil their potential.

Although this handbook is an important part of our communication with you, it does not replace the contact between parents and staff. We believe that a positive partnership based upon an open friendly relationship between staff and parents is essential to every child's education. During this time, we will not be able to have face to face conversations but you will be able to communicate via email or pre-arranged phone calls.

I am sure that you join with us in looking forward to a different but nonetheless exciting and successful school year.

Yours sincerely,

Mr S Ball  
Head of School

## **Welcome**

Starting school is an exciting time: a time of new experiences, new friends and new places. This booklet tells you a little bit about us, how we work, what we do and our philosophy. Please don't hesitate to ask if there is anything you would like to know or anything you want to talk about.

## **Settling in**

Coming to school for the first time is a big change for young children. Suddenly the day is shared by up to 25 other children. It may take some time to get used to, but rest assured we will offer the children lots of comfort and make them feel as settled as possible. We will transition children in on a part time basis, usually for one week.

## **Snack**

As part of the National School Fruit Scheme, children have a piece of fruit every day. The children can also have milk if they wish. Every child will need a labelled, plastic water bottle with a sports cap lid (please no screw caps) in Nursery so they make drink water at any time during the day. We ask parents to fill these with fresh water as they arrive each morning.

## **Lunch**

Nursery eat lunch in the classroom. Electronic payments for lunches are arranged through the office. If you would like to change from dinners to packed lunches or vice versa, please give us half a term's notice, apart from in the first term when we can be more flexible.

## **NUT FREE ZONE!**

Please ensure that you do not send anything containing nuts into school as we have children with severe allergies. This can be food or any cereal/chocolate boxes that you may send in for junk modelling. Thank you for your co-operation with this.

## Expectations of Nursery

### **Ready – Respectful – Safe**

Expectations are very high at Didsbury CE but we only have three simple rules so that everyone can remember them – **Ready, Respectful, Safe**. These rules were devised with the school council and we believe that if all children and adults in the school community are **Ready** for what they are about to do; **Respectful** towards other people; and **Safe** when in classrooms and around the school, then we will live in positive learning environment.

#### **Sanctions**

In each classroom there are a set of traffic lights – red, orange and green cards. Each day children start on green. If, after a warning, a child is not Ready, Respectful or Safe then their name is placed on orange. In Nursery, this results in a child having some time to reflect on their behaviour and think about how they would approach the same situation in the future.

If the child commits serious or repeated wrongdoing then they are put on red. Your child's class teacher will speak to you about the reason for the child going on red. Mr Ball keeps a log of these incidences and when a child has been put on red three times a letter will be sent to parents. Our behaviour policy has been adapted in light of COVID-19 and can be found on the website in the policies section.

#### **Rewards**

If a child has been polite, worked hard, been kind or for various other reasons, we will move a child to gold. The gold card is placed above the green card and we tell the children how proud we are of them.

In Nursery, we have this saying which children find easy to remember-

**"Kind hands, kind feet, kind words"**

## **Uniform and appearance**

We are a uniform school and believe it helps children look smart and gives them a sense of belonging. The children will be expected to wear school uniform colours.

This consists of the following:

- White shirt/blouse/polo shirt
- Navy blue skirt or pinafore
- Grey trousers
- Navy sweatshirt, cardigan or jumper
- Blue checked summer dress
- Black school shoes
- White, blue or black socks



For PE lessons in Nursery children will wear:

- Their normal school uniform
- Jumpers, socks and shoes will be removed.
- Trainers/plimsolls

You can buy official uniform from Mapac:

<https://www.mapac.com/education/parents/pages/find-my-school>

## **Hair and accessories**

No inappropriate haircuts or styles. Hair to be within cultural norms.

Girls can wear plain hairbands and bobbles **in school colours** to keep their hair in place.

Make up is not appropriate for primary school – no nail varnish please.

Small earring studs may be worn. Children may wear a watch.

## **Your Role**

Children's education begins at home with their parents, carers and family members as their first teachers. When children start school, teachers build on this learning. There are always things you can do to help your child with their learning. Each week we send a newsletter home (emailed) informing you about the learning going on in school that week. Please read the letter and help your child in any way you can.

When children come to school it is a great help if they can recognise their own names as they are used for coat pegs and signing in each morning.

It is preferable for children to be toilet trained when they come to school. If your child is experiencing difficulties in this area, please speak to the Nursery teacher and we will support you in developing your child's independence.

We are very grateful for any small cardboard boxes you have at home, as we can use them in our model making area. Please do not send large boxes in, e.g. cereal boxes. Any other bits and pieces for collage work and model making, which might fire children's imagination would be much appreciated.

Occasionally pieces of puzzles and small toys find their way home in pockets. Please return any you find!

## **Topic Overview**

Below is a list of the different topics your child will be learning about in Nursery.

Autumn 1	All About Me
Autumn 2	The Five Senses
Spring 1	People Who Help Us
Spring 2	Transport
Summer 1	Farm Animals
Summer 2	In The Garden

## **Your Child's Day**

The day is taken up with many activities such as guided group work, sand and water play, dressing up, role play, singing and story time. This gives children an opportunity for role play where they can act out their feelings, fantasies and emotions.

Sometimes a child may play alone, while at other times they may play and co-operate as part of a larger group. The children learn to focus their attention, to respect each other, to be considerate, to look after equipment and to tidy up when they have finished learning.

### **Nursery Timetable (flexible)**

#### **Morning**

8.45am	Children come into school.
8.50am	Activity on the carpet then register and key group carpet time.
9.00am	Continuous provision– inside or outside play.
10.00am	Phonics.
10.10am	Snack time.
10.25am	Key group carpet time.
10:30am	Continuous provision– inside or outside play.
11:30am	Big tidy and getting ready for lunch/home.
11.45pm	Children who are not staying for afternoon provision are dismissed with home time prayer.
11.45pm	Children who are staying for afternoon provision will say lunchtime prayer and begin their lunch.

#### **Afternoon**

1.15pm	Register then whole class topic input.
1.30pm	Continuous provision– inside or outside play.
2.40pm	Big tidy and getting ready for home.
2.50pm	Story/song time.
3.05pm	Home time.

\*During continuous provision children may be called to work with an adult, either one-to-one or in groups.

## Curriculum Details

Starting school is a step towards independence for your child. Our Foundation Stage classes provide a secure environment where your child can play, explore, experiment and investigate. We encourage the children to acquire skills and knowledge through first-hand experience, gaining a sound understanding of the world around them, discovering for themselves at their own pace. General understanding must be strengthened before children can make sense of the specialised skills that school will soon be helping them to learn.

At certain times of the day, children assemble on the carpet with an adult to work in a group or with the whole class. At designated times, the children are free to move and learn throughout the learning environment, both inside and out. At these times, groups of children or individuals will also be working with an adult on specific tasks.

The Foundation Stage Curriculum is divided into 7 areas of learning, each with its own Early Learning Goals. These goals are targets which the children are guided towards and challenged to achieve during their time in Foundation Stage.

### Prime areas

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

### Specific areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

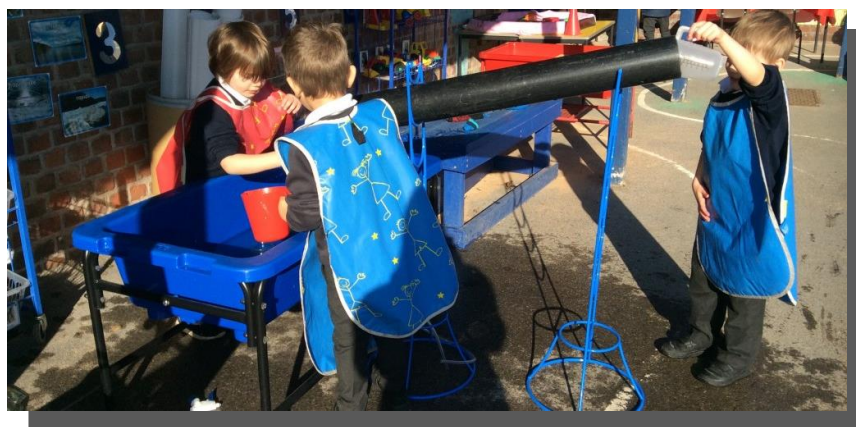


## **Personal, Social and Emotional Development**

(Making relationships, Self-confidence & self-awareness, Managing feelings & behaviour)

In PSED, the children will learn to be confident, form good relationships with adults and peers, and gain an understanding of right and wrong. They will learn to develop an awareness of other people's views and feelings and how important it is to take turns and share fairly in order to play and work together harmoniously.

There is a strong emphasis on children learning to manage and understand their own feelings and behaviour. In our Foundation Stage, we are sure your child will make friends for life!



## **Physical Development**

(Moving & handling, Health & Self-care)

The children are given lots of opportunities to develop both fine and gross motor skills. They will learn to move with confidence, control, imagination and co-ordination in a safe environment. Children have daily opportunities to ride bikes, climb and construct using a range of large and small equipment. As well as this, children will also take part in weekly PE lessons. As part of their PE lessons children will learn how to change independently. They will learn to have an awareness of space and recognise the changes that will happen to their bodies when they are active. Children will also learn the importance of keeping themselves clean by practising good hand washing and also how to make healthy lifestyle choices. They will also engage in activities designed to develop fine motor skills such as using tweezers, threading beads, mark making, cutting and manipulating malleable materials.



## **Communication and Language**

(Listening & attention, Understanding, Speaking)

This involves giving children opportunities to experience a rich language environment. They will develop their confidence and skills in expressing themselves and will learn to speak, listen and follow instructions in a range of situations. Children will develop their ability to respond to how and why questions, enabling them to think more critically.



## **Literacy**

(Reading, Writing)

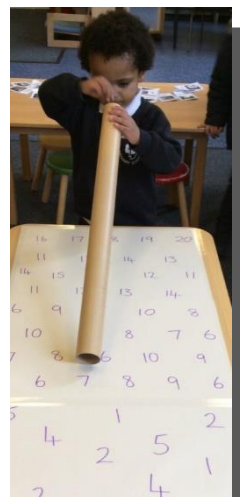
Children learn to do their own emergent (mark making) writing which will gradually develop into more meaningful writing throughout the year. They will learn to hold their pencil correctly and form letters. They will take part in daily Letters and Sounds lessons, helping them to link sounds to letters, which will have a huge impact on their reading and writing. They will learn to love books and stories as their ability to learn to read develops. As the Reception year progresses, the children will learn to write for a variety of purposes such as lists, labels, information texts and stories. They will also read a variety of fiction and non-fiction texts for guided and home reading. Children will also begin to develop their comprehension of the books they have read.



## **Mathematics**

(Number, Shape, space & measure)

This area includes number recognition to 20, accurate 1:1 counting and ordering numbers. When they are ready, children move on to developing calculation skills, adding and subtracting objects, doubling, halving and writing number sentences. They will find numbers that are 1 more and 1 less than another number. Another aspect of this area of learning is shape, space and measure, which includes learning the names and properties of 2D and 3D shapes, measuring using non-standard measures and making patterns.



## **Understanding the World**

(People & communities, The world, Technology)

This heading encompasses children's learning in science, design and technology, computing, history, geography and RE. We use a hands-on approach which enables the children to find out about the world through their senses. In the Summer term, children will get to watch chrysalises turn into butterflies - an amazing experience for them to watch first hand. We learn about many different Christian and non-Christian festivals and celebrations such as Chinese New Year, Christmas, Hanukkah and Eid to give children as wide a range of experiences as possible. We also attend weekly worship on a Wednesday and Friday.





## **Expressive arts and design**

(Exploring and using media and materials, Being imaginative)

The children have opportunities to work with a wide range of materials and media in a creative way. They work individually or as a member of a small group. Their work is always valued, shared and often displayed in the class. Creative work may be produced for the sake of creativity itself, as a means of exploring materials or as a way of recording memorable experiences. Much of the work is retained for their books and folders which will be sent home at the end of the year. Children are encouraged to listen to music and respond using dance. There are separate vocal and instrumental music sessions where children learn how to 'find their voices' and use them in a variety of ways - high, low, loud, quiet etc. Children have the opportunity to express and communicate their ideas, feelings and thoughts through music, dance, drama, imaginative play and role play.



## **Your Child's Progress**

Regular assessment takes place throughout the Foundation Stage to enable us to see how your child is progressing and where their needs lie. We assess the children by taking photographs, writing observations and uploading them to their individual learning journey on Tapestry. These are usually informal and take place alongside activities so that children are not aware that they are being assessed.

At the end of the Reception year, children are assessed for the EYFS Profile which is a national assessment scheme. This provides information for teachers, parents and the LEA on each child's progress, achievements and future learning needs.

A parents' evening will be arranged to discuss your child's progress in the Autumn and Spring term. At the end of the Summer term, we send home a written report.

# Nursery curriculum overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	All about me	The five senses Christmas	People Who Help Us	Transport	Farm animals	In the garden
<b>Enrichment</b>	Family member visits Harvest celebration	Santa visits Taste testing etc	Doctor visit	Aerozone trip	Living Eggs Farm visit	Growing plants
<b>Celebrations</b>	Harvest	Bonfire night Diwali Christmas	Chinese New Year Valentine's Day	Easter Mother's Day	St George's Day Father's Day	Class assembly Moving on... transition days
<b>RE</b>	Harvest	Christmas	Friendship	Easter	Special Times	Stories Jesus Heard
<b>Focus texts</b>	Happy to be me – Emma Dodd Monkey and Me – Emily Gravett	Pete the Cat – I love my white shoes – Eric Litwin Ketchup on your cornflakes – Nick Sharratt Dear Santa – Rod Campbell	Maisy goes to Hospital – Lucy Cousins Police Poem - Unknown	Red Car Blue Car – J. Litton Dig Dig Digging – Margaret Mayo	Dora's Eggs – Julie Sykes Rosie's Walk – Pat Hutchins	The Very Hungry Caterpillar – Eric Carle Walter's Wonderful Web – Tim Hopgood
<b>PSHE</b>	Being Me In my World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me