



Welcome To Nursery
Miss Oldham

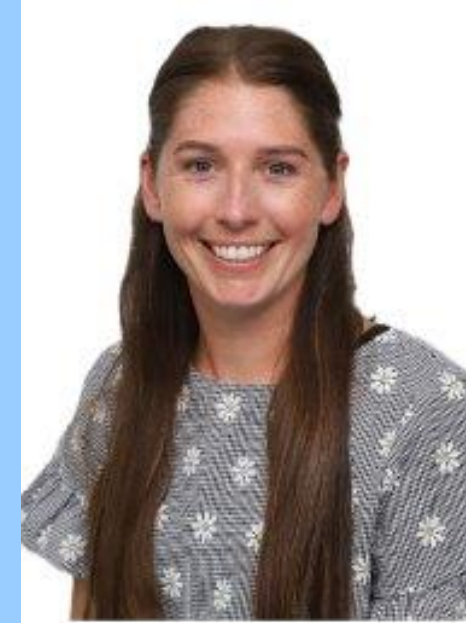
Staff In Nursery



Miss Oldham
Class Teacher



Mrs
Mahmood
Teaching
Assistant



Mrs Nickson
EYFS Lead

Thank you



- The children have had a brilliant start to their Nursery journey; we are so lucky to have them as part of our class.
- Thank you for your support.



EYFS Reminders



- Children do not need to bring a snack to school. Fruit, toast and milk is provided.
- Children are allowed to wear stud earrings but no hoops.
- If you choose to send a packed lunch, please make sure it is healthy. Please limit sugary options.
- No toys from home to come into the setting.
- Children can bring a water bottle into the setting.
- Seesaw

Typical Timetable



	Monday	Tuesday	Wednesday	Thursday	Friday
8:40am-8:50am	Welcome, register, calendar, rules, routines, feelings. Start of the day activity	Welcome, register, calendar, rules, routines, feelings. Start of the day activity	Welcome, register, calendar, rules, routines, feelings. Start of the day activity	Welcome, register, calendar, rules, routines, feelings. Start of the day activity	Welcome, register, calendar, rules, routines, feelings. Start of the day activity
8:50am - 9:10am	<u>Literacy</u> (Flow into literacy focused activity in provision)	<u>Literacy</u> (Flow into literacy focused activity in provision)	<u>Literacy</u> (Flow into literacy focused activity in provision)	<u>R.E</u> (Flow into R.E focused activity in provision)	<u>UTW</u> (Flow into provision activity)
9:10am - 10:00 am	Provision - HM Focused activity - LO Outdoors - RM	Provision - LO Focused activity - HM Outdoors - <u>SNi</u>	Change reading books Provision - HM Focused activity - LO Outdoors - HM	Provision - HM Focused activity - LO Outdoors - TDh SEND - <u>RMi</u> PE: 9:30am	Provision - TA Focused activity - LO Outdoors - HM
10:00am-10:15am	<u>Phonics</u> Large group activity	<u>Phonics</u> Large group activity	<u>Phonics</u> Large group activity	<u>Phonics</u> Large group activity	<u>Phonics</u> Large group activity
10:15 am – 11:15 am	Phonics activity in key worker groups - LO & HM Outdoors - RM	Phonics activity - Keyworker groups - LO & HM Outdoors - <u>SNi</u>	Phonics activity - Keyworker groups - LO Outdoors - HM	Phonics activity - Keyworker groups - LO & HM Outdoors - <u>TDh</u>	Phonics activity - Keyworker groups - LO Outdoors - HM
11:15am	Tidy up time	Tidy up time	Tidy up time	Tidy up time	Tidy up time

Topics



Subject/ Area of learning	Autumn 1 Where I Belong	Autumn 2 Traditional Tales	Spring 1 People Who Help us	Spring 2 Changes	Summer 1 Creatures great and small	Summer 2 Happy Holidays
Times	2.09.24 – 24.10.25	3.11.25 – 19.12.25	6.01.25 – 13.02.24	23.02.24 – 26.03.24	13.04.24 – 22.05.24	2.06.24 – 17.07.24
	8	7	6	5	6	7
Curriculum Enhancements / Cultural Capital	October – Black History Month World Mental Health Day	Diwali Remembrance Day Road Safety Week Bonfire Night Anti Bullying Week Christmas	Lunar New Year Valentines Day	Ramadan Shrove Tuesday Ash Wednesday World Book Day Eid Palm Sunday Good Friday Oral Health Day Mother's Day Easter Sunday	World Environment Day	Sports Day Father's Day Nursery Graduation Transition Day
Wow moments	Starting nursery Local walk Imaginarium trip	Celebrating Diwali Nativity Performance	People who help us visitors	Chicken hatching Planting	Caterpillars and butterflies Bees Litter picking	Beach theme visit Farm animal visit
PSED	Life and Dignity of the Human Person Me, my body, my health <i>3 x 20 min sessions</i>	Emotional Well being <i>3 x 20 min sessions</i>	Care for God's Creation Personal relationships <i>3 x 20 min sessions</i>	Care for God's Creation Life and dignity as a human person Keeping Safe <i>4 x 20 min sessions</i>	Care for God's Creation Lifecycles <i>1 x 20 min session</i> Life online <i>2 x 20 min sessions</i>	Care for God's Creation Wider World <i>1 x 20 min sessions</i> Transition sessions
PD	Transport (Travelling, controlling an object, gymnastic rolls, overarm throw, climbing)	Castles (throwing, jumping and landing, gymnastic rolls, climbing) Elmer (balancing, travelling, throwing, climbing)	Space (Travelling, controlling an object, gymnastic rolls, overarm throwing, climbing)	Minibeasts (Jumping, travelling, catching, rolling) Jack and the beanstalk (Travelling, climbing)	Fundamental Movement Skills (Jumping and landing, travelling, throwing, catching, climbing)	Seaside (balancing, travelling, gymnastic rolls, controlling an object, underarm throw)

	Rosie's Walk (Jumping, travelling, climbing)	gymnastic rolls, climbing)		controlling an object, throwing, catching, jumping and landing, rolling, climbing)		Fundamental Movement Skills (Jumping and landing, travelling, throwing, catching, climbing)
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English/Literacy Communication and Language	We're Going to Find the Monster! (To use images for pupils to join in with key events and phrases in a retelling of the story) A Bundle of Rhymes! (Recite rhymes and use them to build a narrative)	The Three Little Pigs (A representation of a favourite character in the story. Able to say which character it is and express some information about the character.) Creepy Crawly/Busy Bugs (Class performance poem)	Naughty Bus (To draw/make a bus and be able to talk about where the Naughty Bus went) Into the Pond! (Caption or simple sentence for a class poem)	The Journey Home (To plan a birthday party and write invitations/ birthday cards) The Farmyard (To work with friends to share words or ideas for our class poem)	Clem and Crab (To sequence images from the story and use them to re-tell the start middle and end) Behold (To look at nature around our school, talk about what we see, and share our ideas together)	The Sea Saw (To sequence images depicting key events in the story and use the images to retell the basic storyline) Eat Your Peas, Louise! /Dinner-time Rhyme (To contribute thoughts / ideas to a class poem)
Maths	- More than, fewer than, same. - Explore and build with shapes and objects. - Explore repeats - Hear and say number names	- Begin to order number names - I see 1,2,3 - Join in with repeats - Explore positions and space	- Show me 1,2,3 - Above and below 1,2,3 - Explore position and routes - Explore own first patterns	- Take and give 1,2,3 - Match talk push and pull - Talk about dots - Match, talk, push and pull	- Lead on own repeats - Start to puzzle - Make patterns together - Make games and actions	- Show me 5 - My own pattern - Stop at 1,2,3,4,5 - Match, sort, compare
History Past and Present	Peek into the Past <i>My life timeline (Kapow)</i> Adventures through time		Adventures through time <i>Changes of transport over time</i> <i>My achievements</i>	Peek into the Past <i>Can you guess who?</i> Past and Present Opportunities for the children to	Adventures through time Picture detectives Comparing and contrasting people from the past and	
	My family tree (Kapow)			reflect on memories and experiences from their own past and comment on images of familiar situations in the past	now by looking at photographs, listening to their stories and learning about their achievements	

Topics



Geography Natural world	Exploring Maps Exploring maps through discussion, storytelling, games and creative activity <i>Our school from above</i>	Exploring Maps Exploring maps through discussion, storytelling, games and creative activity <i>Let's build a map</i> <i>Creating a journey of sticks</i>	Exploring Maps <i>Investigating maps</i> <i>Making a map</i>	Outdoor Adventures Using the senses to explore and describe the natural world around them while outside, understanding the effect of the changing seasons. <i>Nature captures</i> <i>Observational painting</i> <i>Senses in nature</i> <i>Dress up ruddy</i>	Around the World Exploring diverse global environments, comparing them to local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences. <i>Home or Away</i> <i>Bears UK travels</i> <i>City or countryside</i> <i>Exploring world landscapes</i>
Science Natural world	Exploring our immediate environment, noticing the weather and creating weather charts. Our bodies and our senses.	Autumn changes Weather Seasons ~ link with seasonal food and change in states (Pumpkin soup and Runaway Chapatti)	Grouping items depending on their properties. Create natural bird feeders as children explore hibernation.	Changes topic ~ experiments, change in state (freezing and melting), predicting, creating reactions. <i>I am a Scientist</i> <i>Freeze or melt</i> Growing, planting	Observation of plants and animals including their life cycles. Animal adventures Living and non-living things Describing minibeasts

RE People, Culture, Community	Domestic Church Start of year Mass Baptism Harvest Mass	Islam Advent Advent Mass Christmas Mass Nativity	Reconciliation Epiphany Mass World Religion Day Judaism	Local church Ash Wednesday Mass Lent Stations of the Cross	Pentecost	Eucharist Pentecost Mass Universal Church Good news Mass Leavers Mass
Art	Drawing: Marvelous Marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus	Seasonal crafts	Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.	Seasonal Crafts	Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	Craft and Design: Let's get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.
DT		Cooking and nutrition: Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and		Textiles: Bookmarks Pupils develop and practise threading and weaving techniques using various materials and objects. The pupils apply their knowledge and skills to design and		Structures: Boats In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests.

Music	Hear my voice What's that music saying?	Instruments everywhere Playing with Songs	What's the pattern Playing musical patterns and accompaniments	Exploring descriptive sounds Let's perform	Pitch play and Changing sounds Patterns and Sequences	Meet the characters Perform a story
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Maths overview



Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Reading Books



- Every Thursday, we ask that you bring your child's reading book. We will then change it here at nursery, and your child will bring home a new book to enjoy for the week.
- Please make sure your child looks after and respects the books
- Don't worry if your child isn't reading words yet, it's just as valuable to look at the pictures together, talk about the story and let them join in with repeated phrases.



Helping at home



- Reading at home
- Self-help skills
- Pencil control



The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

Growing independence

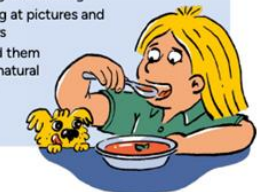


Taking care of themselves

- ☒ Putting on/taking off their coat and shoes
- ☒ Using the toilet and washing their hands
- ☒ Getting dressed with little help, e.g. after using the toilet or doing PE
- ☒ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ☒ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ☒ Taking part in imaginative play (e.g. role play)
- ☒ Drawing, painting, colouring and sticking
- ☒ Sharing story books, looking at pictures and talking about the characters
- ☒ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



Phonics Overview



What Are the seven Aspects of Level 1?

Aspect 1: Environmental Sounds

- ✓ Develop listening skills and awareness of sounds in the environment
- ✓ Identify and remember the differences between sounds
- ✓ Talk about sounds in greater detail

Aspect 2: Instrumental Sounds

- ✓ Develop awareness of sounds made with instruments
- ✓ Listen to and appreciate the differences between sounds made with instruments
- ✓ Use a wide vocabulary to talk about instrument sounds

Aspect 3: Body Percussion

- ✓ Develop awareness of sounds and rhythms
- ✓ Distinguish between sounds and remember patterns of sound
- ✓ Talk about sounds we make with our bodies and what the sounds mean

Aspect 4: Rhythm and Rhyme

- ✓ Experience and appreciate rhythm and rhyme and develop awareness of rhythm and rhyme in speech
- ✓ Increase awareness of words that rhyme and develop knowledge about rhyme
- ✓ Talk about words that rhyme and produce rhyming words greater detail

Aspect 5: Alliteration

- ✓ Develop understanding of alliteration
- ✓ Listen to sounds at the beginning of words and hear the differences between them
- ✓ Explore how different sounds are articulated

Aspect 6: Voice Sounds

- ✓ Distinguish between the differences in vocal sounds
- ✓ Explore speech sounds
- ✓ Talk about the different sounds that we can make with our voices

Aspect 7: Oral Blending & Segmenting

- ✓ Develop oral blending and segmenting of sounds in words
- ✓ Listen to sounds within words and remember them in the order in which they occur
- ✓ Talk about the different sounds that make up words

P.E. Thursdays



Children to please come in wearing appropriate footwear, such as P.E. pumps or trainers.

For those of our children who wear earrings, we politely ask that they are removed for the duration of the sessions.



Self-help skills



Starting Reception

Your child's journey to school starts at home.



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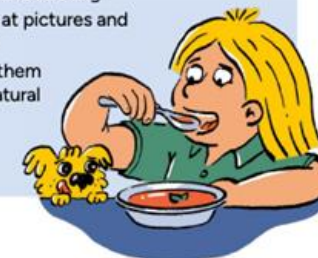


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Toileting



Using the Toilet

- 1**
Pull pants down
- 2**
Sit on toilet
- 3**
Try to do a wee or a poo
- 4**
Wipe yourself clean
- 5**
Pull pants up
- 6**
Flush the toilet
- 7**
Wash your hands and count to 20
- 8**
Dry your hands

Expert Amanda Jenner

Pants Down, Please!

Show your little one how to pull their pants down all by themselves. Make it a fun game!



Take a Seat!

Encourage them to sit on the toilet. Use a potty seat if needed to make them feel secure.

Expert Amanda Jenner

Uniform Reminders



Jewellery:

Children may wear a small, simple watch. (If a digital watch is causing distraction, staff will ask a child to remove it.) One pair of plain stud earrings may be worn in the lower lobe of the ear. No earrings may be worn for PE- if a child cannot remove and replace their own earrings, they must not be worn on a day that a child has a P.E. lesson. Please only take children for ear piercing at the start of the six-week Summer holidays so that ears have time to heal. If a child has their ears pierced during school time, they would have to miss six weeks of P.E. as we do not permit children to do P.E. with plasters covering earrings. No other jewellery of any sort is permitted. If children attend school wearing jewellery, the jewellery will be removed and parents will be required to collect it from the school office. Any requests to wear jewellery based on religious beliefs must be discussed with the Headteacher.

Presentation:

Make-up, nail polish, false tan, false lashes and any form of false fingernails are not permitted. Hairstyles that are extreme in terms of cut or colour are not permitted in school. Hair must be one natural colour. Pupils with hair longer than shoulder length must tie their hair back. Children must not have patterns shaved into hair whilst razor shaves on the back and sides should be no shorter than a “2” in grade.

Please label your child’s uniform (including PE kit). Initials are fine and better than nothing.

Could you be entitled to free school meals?

Your child will get free school meals if you receive the following support payments:

- Income Support (IS)
- Income Based Jobseekers Allowance
- An income-related employment and support allowance
- The guarantee element of State Pension Credit (PCGC) support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by Inland Revenue that does not exceed £16,190



If you are entitled school can also help with:

- Food parcels for your family
- Support with uniform
- Free book bag and water bottle for your child

Please speak to the school office and we can help you apply

Wrap around care

Please be reminded that we offer wraparound care from 8am—6pm in school between Monday—Friday.

Breakfast club is charged at £2 per session and starts at 8am. Children will be offered a selection of healthy breakfast items.

Afterschool club is now £2.50 per session and is open until 6pm. Children will be provided with a light meal (e.g. sandwiches).

The afterschool sports timetable is below but there is also gaming and crafts that will be running if children do not wish to participate in the sports.

You do not need to book, you will be charged via the App.

Wrap around care timetable

Day	3:15AM - 4:15AM	4:30PM - 5:30PM	5:30PM - 6PM
Monday	Football	Hockey	Wellness Zone
Tuesday	Football	Kickboxing	
Wednesday	Boxing / Kickboxing	Benchball	
Thursday	Boxing / Kickboxing	Boccia	
Friday	Dodgeball	Multi-Sport	

Other matters...



- Please let us know if someone different is collecting your child.

Medical

Any sickness, diarrhoea, must be followed by at least 48 hours absence from the last incidence of vomiting/diarrhoea.

Please let us know if your child has any medical conditions.

If your child has asthma, they will need an inhaler with a care plan from the GP.

Head lice are common. Please check regularly and treat as recommended.

Any absence requires a telephone call to the school office by 9.00am.

Other matters...



- If your child requires medicine during the school day we would prefer it if parents came into school to administer it. However, it is school policy, wherever possible; to assist children and parents by administering medicines in school time if a Medication Policy form has been completed and handed to the school office. No medicines of any kind should be sent to school with children unless the school office has been contacted.

Thank you!



- We look forward to a happy partnership during your child's time at nursery and beyond.
- Useful website: www.stannesblackburn.co.uk
- Also make sure to check out our Facebook page.

Questions

