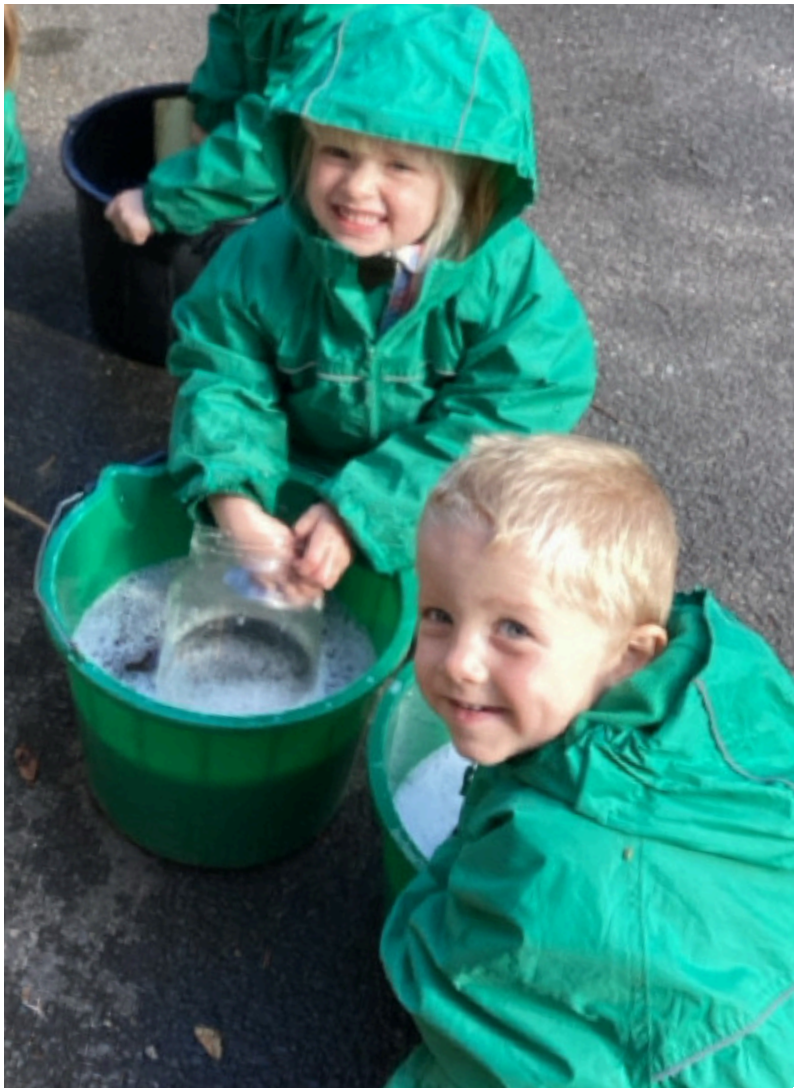


Welcome to Yearsley Grove Early Years - Nursery

Welcome!

We're so pleased your child is joining our Nursery! This booklet will help you understand what happens in our Early Years Foundation Stage (EYFS) and how you can support your child as they settle in.

Our Unit

Our unit includes a Nursery (15 or 30 hour places) and two Reception classes. Children enjoy time in their own classroom as well as shared spaces including The Studio and our outdoor area.

Daily Routines

9.00 - 9.10 self registration
9.10 - 9.25 carpet input
9.15 - 9.55 accessing classroom provision
10.00-11.00 free flow (studio, outdoors and Nursery)
11 - 11.15 Maths input
11.15 - 11.55 accessing classroom provision (including a maths focus group)
12.00 -12.30 Lunchtime
12.30- 1.00 Lunchtime play (EYFS garden)
1.00 - 1.20 Phonics
1.20-2.00 classroom provision
2.00-3.00 fee flow (studio, outdoors and Nursery)
3.00 - 3.15 Story time








How We Learn in the Early Years Foundation Stage (EYFS)

In order to make excellent progress children need to have the skills to learn. These include a motivation to learn, perseverance, collaboration with adults/children and their own ideas. Therefore we support children to develop the characteristics of learning.

These characteristics are:

- Playing & Exploring
- Active Learning
- Creating & Thinking Critically

At Yearsley Grove we understand young children have a wide range of different experiences, skills and interests when they join us. We provide a well-planned and resourced curriculum to take their learning forward and provide opportunities for all children to succeed. This is with a caring, safe and inclusive environment.

Well planned play is a key way in which young children learn with enjoyment and challenge. They can concentrate for much longer whilst having fun. So, play is integral to our teaching and learning in Early Years at Yearsley Grove Primary School.

The curriculum

At Yearsley Grove we have written our own curriculum for the EYFS based upon Development matters (a non-statutory document created by the DFE) and Birth to 5 matters (a non-statutory guidance by educational professional) documents 2021. We have also added specific learning objectives specific to the needs of the children who attend our school.

Prime Areas

Communication & Language
Listening and Attention | Understanding | Speaking

Physical Development
Moving and Handling | Health and Self-Care

Personal, Social & Emotional Development
Making Relationships | Sense of Self | Understanding Feelings

Specific Areas

Literacy
Reading | Writing

Mathematics
Number/number pattern

Understanding the World
People and Communities | The World | Technology

Expressive Arts & Design
Creating with Materials | Being Imaginative and Expressive

Prime Areas of Learning

Communication & Language
Listening and Attention | Understanding | Speaking

Communication & Language involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.





Physical Development
Moving and Handling | Health and Self-Care

Physical Development involves providing opportunities for young children to be active and interactive and to develop their coordination, control and movement.





Personal, Social & Emotional Development
Making Relationships | Sense of Self | Understanding Feelings

Personal, Social & Emotional Development involves helping children develop a positive sense of themselves and others, to form positive relationships and develop respect for others.





Specific Areas of Learning

Literacy
Reading | Writing






Mathematics
number / number pattern





Understanding the World
People and Communities | The World | Technology





Expressive Arts & Design
Creating with Materials | Being Imaginative and Expressive





Our Staff



Miss V Kerr - Headteacher



Mr Dambrauskas - Deputy Head



Mrs Husband - Early learning Lead and Reception teacher



Mrs Weatherall - Nursery Teacher



Mrs Gleave - Reception Teacher



Miss Young - Nursery TA



Mrs Lee - Reception TA



Mrs Arnold - Reception TA



Mrs Suddaby - Teacher

Arrival & Departure

Morning Arrival and Departure procedures:

When you arrive for your Nursery (am) session at 9:00 am, please wait outside the classroom door. A member of the Nursery team will come out to greet you.
On departure at 12.00, please wait at the side door next to the main entrance (The South entrance) A member of the Nursery team will bring your child up to you with all their belongings.

Afternoon Arrival and Departure procedures:

When you arrive for your Nursery (pm) session at 12.00 please wait at the south entrance. A member of the Nursery team will collect your child and all their belongings. If you arrive at 1.00 pm, please wait at the main office for a member of the Nursery team.

On departure at 3.10 pm, please walk through the EYFS/KS1 playground until you arrive at the back of the building. A member of the Nursery team will hand your child over to you.

To ensure your child's safety, please could you observe the arriving and departing times and procedures. We can only release children into the care of individuals named by the parent as part of our 'Safeguarding' policy.



Lunch

Children who come to nursery full days or afternoons will have the opportunity to have lunch. You can order & pay for a school lunch or provide a healthy pack up. The children will be supervised by Early Years staff during this time and then play in our EYFS garden.
You can also buy a school lunch through Parent Pay

Snack

During each session a piece of fruit and a carton of milk is provided for each child. The children learn to sit with a group to have this and they are encouraged to be tidy, polite, use their manners and help one another. They also learn about what it means to be healthy. Milk is provided free of charge until the end of EYFS.

Class Fund

Some of our snack provision is funded through a government initiative, however we kindly ask families for a voluntary donation of 50p per week (collected during Library time) so we can provide extra resources that enrich our curriculum. This includes things like different snacks to try, play-dough ingredients, baking resources, and pumpkins for soup during harvest time. These contributions mean the children enjoy a really rich and exciting curriculum with a wide variety of experiences they may not have at home.



Clothing

All children are asked to wear a school uniform at school, this consists of:

a grey dress, skirt, trouser or shorts (joggers or legging can be worn for toileting reasons as appropriate)
a green polo shirt
navy cardigan or jumper
white, black or grey socks/tights
plain black shoes
(many chidlren hae accidents in nursery so a spare set of clothing can be providied in a small bag if needed)

In the foundation stage we encourage the children to be independent. You can help by making sure your child is dressed in school clothes which he/she can deal with unaided and by encouraging them to have a go at dressing and undressing themselves. We do provide aprons for messy activities, but accidents do happen! (see the school website for information about uniform or on the tapestry observation links sent out)

In the Foundation Stage we believe well planned play indoors and outdoors is a key way in which young children learn. We, therefore, provide opportunities for teaching and learning both indoors and outdoors. Please provide your child with a pair of named wellies that can be kept in school. One complete session will be outdoors every week. Please could you ensure your child has appropriate clothing to work outdoors in any weather conditions!

Physical Education

The Nursery children do P.E. once a week in the hall. Nursery children do not need P.E kits but will do it in their uniforms and bare feet. They will start getting changed for P.E when they move into Reception.

Children will also do write dance which is a process of dancing to make large scale move,emst and then replicating these in messy play. This is to help your child to develop their motor skills and begin to differentiate between marks they make and eventually developing their drawing and writing.









Assessment

One of our roles as a practitioner is to observe children in the setting and make an assessment of each child's achievements, interests and learning styles. We then respond appropriately to help the children make progress.

Your child's teacher will keep the following evidence for each child and we also ask YOU to provide evidence towards this as well:

- An electronic record of progress towards and through the Early Learning Goals (Tapestry Online Learning Journey - observations, samples of work, video clips and photographs). We use Tapestry in school and record children's progress using iPads. (see Tapestry letter)
- Evidence of achievements at home (uploading observations and photos onto your child's electronic profile)

All children's assessment is monitored using an electronic Group Assessment chart. Reception children are also assessed using the Foundation Stage Profile at the end of the EYFS.

Please ask your child's teacher if you would like more information on the assessment data for your child.



Reading, Phonics & Language

Your children will be immersed in as many stories and texts as we can during their time in the Early years, this will help to develop their language skills, vocabulary and imagination. They will also learn to tell a range of stories and other texts too.

Every week your child is able to choose a library book to take home. Please could you share this book to promote the enjoyment of reading for pleasure.

Children will do phase 1 phonics in Nursery which is all about listening to and tuning into sounds. They will learn to distinguish between sounds for example a pig or a cow, explore a range of different sounds and instruments, learn rhyme and alliteration through stories and play and eventually begin to hear sounds in words. We do not teach letters in Nursery as we want children to be fully secure in phase 1 first. If you have any questions about this please ask the Nursery Teacher.

Additional Homework

Your child may be given a task to do at home. This will normally be topic-related and something which can be done together. We would also ask you to add observations to your child's Tapestry Learning Journey regularly. The aim of this is to share all the learning your child is doing at home and the experiences they are having.

Communication & Language

Communication and language is at the core of everything we do in EYFS. We assess all children using a tool called WellComm, which identifies any gaps in language and communication. We then plan to fill these gaps through whole class teaching as well as targeted support for individuals.

You may see some of this vocabulary displayed on flowers in our learning areas. We will also send help sheets home so you can support your child with the next steps in their learning.

If communication and language is on track, all other learning follows.

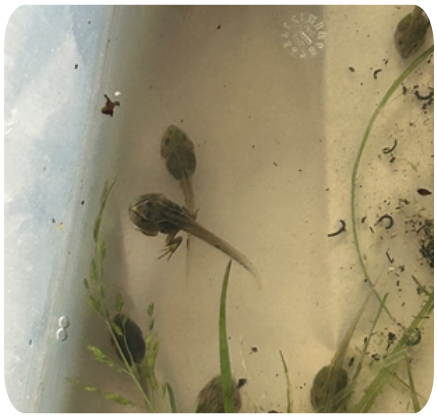
How we support your child:

- Daily story time and singing sessions
- Talk-rich environments with vocabulary displays
- WellComm assessments to identify next steps
- Small group and 1:1 language interventions
- Home learning sheets to support speech and language
- Modelling language throughout the day

Please ask if you would like any more information on this.







Forest Schools

We are very passionate about children learning through nature and learning about the world around them. All children in the early years will do forest schools for at least one whole session a week. This is a chance to learn about seasonal change, explore the world around them, develop confidence and follow their own play ideas alongside their peers.

Key activities are:

- Den building
- Searching for signs of seasonal change
- Mark making with a range of outdoor materials
- Mud kitchen play
- Story telling and imaginative play
- Learning about the weather
- Learning about how to look after our world
- Observing the birds, frogs and other animals we have on site
- Growing food and plants

Planning Days

Once a week, Teachers will have planning and assessment time for half a day. The children will be taught by teachers and teaching assistants to aid continuity.

On these days, children will take part in a range of activities including sports skills, team games, creative tasks and consolidation of learning from the week. This is a valuable part of our provision and helps children build relationships with other adults in school.

Your child's planning day will be confirmed at the start of term.

Volunteers

At certain times of the year there will also be students following a variety of teaching and child care courses who will be working with us. They are fully supervised and DBS checked before working with children.

We also encourage parent and community volunteers to work alongside us. Volunteers help with activities such as:

- Listening to children read
- Supporting creative activities
- Helping to garden in the outdoor area
- Assisting on school trips
- Sharing skills or hobbies with the children

All volunteers will need a DBS check, which school can arrange for you. If you would be interested in volunteering, please see Mrs Husband for more details. We really value the support of our parent community!





Parents & Carers

We are very keen to build very good relationships with Parents and Carers. You know your children best so we want you to feel free to share any information with us you would like. Therefore we would like you to know you can come and talk to us at any point, if we cannot talk to you at that time, we will be happy to organise a meeting at another time convenient to you.

Parent's Evenings

There is an opportunity each term for you to meet with your child's teacher to discuss their progress and set targets/next steps for the following term.

Working Alongside Your Child

You will also have many opportunities to come and work alongside your child. Most recently parents have supported enterprise events, reading breakfast, Christmas concert, forest school days, craft activities and much more. We look forward to getting to know you more as your children progress through school.

Library

Come and choose books to share with your child at home. This is also an opportunity to read your child's reading book and choose books they are interested in. We will try to find books linked to authors or topics of interest too. This is also an opportunity to play with your child in the nursery provision.

PTA

We are always looking for new parents to join our Parent Teacher Association - ask the office for details.

Volunteering

Many of our parents also volunteer in school. If this is something you would be interested in please contact the school office.











How Can You Help Your Child?

- Encourage your child to do things for themselves - put on their coat, fasten buttons, tidy away toys and see to their own toilet needs.
- Let them help around the house by tidying up, setting the table or washing the dishes.
- Talk about the things you see and do together.
- Give children lots of opportunities to run, jump, climb and enjoy other physical activities.
- Give children opportunities to play with playdough, clay, sand, paint and other materials to develop motor skills and creativity.
- Count things around the house. Talk about the colour, size and shape of things.
- Play lots of games such as dominoes, snakes and ladders and other games including dice.
- Give them the chance to build using blocks and Duplo, then let them make up stories with their creations.
- Share books - look at the pictures together and ask questions like "What do you think will happen next?" to develop language and discussion.
- Read their reading book three times a week.
- Draw your child's attention to print in the environment such as street signs.
- Encourage mark-making - drawing and writing - and let them see you writing for real reasons (lists, letters, cards).
- Help them make and write their name and other words using the phonics packs we send home.
- Talk about objects beginning with certain letter sounds (it's the sound that's most important, not the letter name).
- Explore rhyme by playing games and reading books.
- Visit your local Children's Centre for parent groups, speech & language drop-in sessions and other support.

Please see our Fun Ideas for Home booklet for more guidance on activities to support your child at home.

All About Me

My Name _____

Date of Birth _____

My Photo

My Family

My Favourite Things

When I Grow Up I Want To Be...