

A few reminders....

Times - Nursery doors open at 9.10am. Nursery finishes at 2.45pm, please drop off and collect your child promptly.

Uniform - Please clearly label all of your child's clothing.

Learning Journal Files - are kept in your child's classroom. We value all contributions you make to your child's learning and welcome any comments/examples you may have.

Spare clothes - if your child may require a change of clothes during the day, a small bag can be left on their peg.

Toys from home - Due to the size of the nursery and resources available for the children, please do not bring toys in from home as it can cause distress and disagreements.

Book Bags / Library Packs - At some point during the term, your child will be given a book bag and will bring a library pack home on a weekly basis. More details to follow.

Winter clothing - please ensure your child has suitable clothing for the weather i.e. warm waterproof coat, hat, scarf, gloves. Please label all items.

Promoting independence - wherever possible please send your child to school in clothing and shoes they can 'have a go' at removing/putting on themselves i.e. velcro shoes, no laces. As the winter weather approaches and the ground becomes wet and muddy, the children will be wearing wellies to go outdoors. They will be encouraged to remove their own shoes and put a pair of wellies on themselves. Velcro fastening are much easier for the children to use in order to develop their independence and boost their confidence.



Welcome to Nursery!



Welcome to the Autumn term! We are looking forward to getting to know you all very well. We believe a cooperative relationship between our school and yourselves is essential. By working together we will be able to provide the best possible start to school life for your child.

The nursery classes are **The Hedgehog** and **The Squirrel** classes. The staff in the Hedgehog class are Mr Pinkney (Class Teacher) and Mrs Laidler (Early Years Practitioner). The staff in the Squirrel class are Mrs Watson (Class Teacher) and Miss Smith (Early Years Practitioner).

Throughout the first term we will be settling the children in and finding out their likes and dislikes. We are always eager to find out more about your child and what excites them. Any learning and development you notice at home is always useful to help us plan relevant activities and to add to their Learning Journal file.

As the children settle into school we are encouraging them to be as independent as possible. Allowing children to carry out task for themselves helps them gain more confidence. Please support your child at home to be more independent i.e. encouraging them to put on and remove their own coat/jumper/shoes, putting their own belongings away i.e. returning a toy to where it belongs, using the toilet and washing and drying their hands etc.

Some of the learning objectives from the Early Years Foundation Stage curriculum we will be focussing on this term include:

Personal Social and Emotional Development

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Enjoys responsibility of carrying out small tasks.
- Confident to talk to other children when playing, and will communicate freely about own home and community.
- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Confident to speak to others about own needs, wants, interests and opinions.

Communication and Language

- Listens to stories with increasing attention and recall.
- Is able to follow directions (if not intently focused on own choice of activity).
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Beginning to understand 'why' and 'how' questions.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Maintains attention, concentrates and sits quietly during appropriate activity.

Physical Development

- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Can copy some letters, e.g. letters from their name.
- Understands that equipment and tools have to be used safely.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Jumps off an object and lands appropriately.

Literacy

- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Suggests how the story might end.
- Shows awareness of rhyme and alliteration.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.
- Recognises familiar words and signs such as own name and advertising logos.

Mathematics

- Knows that numbers identify how many objects are in a set.
- Sometimes matches numeral and quantity correctly.
- Compares two groups of objects, saying when they have the same number.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Uses positional language.
- Selects a particular named shape.

Understanding the World

- Shows interest in the lives of people who are familiar to them.
- Recognises and describes special times or events for family or friends.
- Remembers and talks about significant events in their own experience.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Uses ICT hardware to interact with age-appropriate computer software.

Expressive Art and Design

- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Create simple representations of events, people and objects.