

Starting in Nursery Class – Caterpillars

**St Mary's Church of England Primary School and
Nursery, Writhlington**

- Be the best you can be -



Welcome!

Welcome to our Nursery Class – Caterpillars, at St Mary’s Church of England Primary School and Nursery, Writhlington! This is an exciting time for you and your child, and we aim to make everyone joining our Nursery (children and parents/carers included) an enjoyable and special time. We hope this booklet will answer some of the questions most frequently asked by parents/carers. If you would like to know anything that hasn’t been covered here, please feel free to e-mail us at: office@stmaryswrithlington.co.uk or contact the school office on 01761 434548.

The practitioners in our Nursery are a team made up of fully qualified experienced staff who make the Nursery environment an inclusive, loving, nurturing, and exciting place to be!



Miss Hamblin

Deputy Headteacher, Early Years Lead & School SENDCo



Abbie Teall

Deputy Nursery Lead & Nursery SENDCo



Dee Pielesz

Early Years Practitioner



Amy Langley

Teaching Assistant &

Early Years Practitioner

We believe that the practitioner and parent/carer relationship is essential to building secure foundations during your child’s time with us. Throughout the year we will invite you into Nursery to enjoy a range of different activities with us!

Daily Routines

We welcome children into the Nursery, and they start their day by independently choosing to play with a range of toys, activities, and resources. Then we have short carpet session to welcome and register the children. We share the visual timetable, sing our daily songs, and discuss our Nursery promises. We also invite the children to take part in a group Phonics session using the scheme *Little Wandle*. The children really enjoy this adult-led activity!

After this session, the children have access to a rich and stimulating learning environment with a range of child-initiated play based activities. These are available throughout the day, and they cover the different areas of learning to consolidate and extend skills and knowledge. The adults play and engage with the children too - it's great fun!

The children have a healthy mid-morning and/or mid-afternoon snack with a drink of milk or water. We provide a variety of healthy and nutritionally balanced snacks, and cultural, allergy and dietary needs can be catered for.

Children in nappies are changed as and when needed, but at least twice daily e.g once in the morning session and once in the afternoon session.

We have a quiet and cosy reading area where children can rest and relax whenever they need/want to. Please speak to a member of staff if you feel your child requires a sleep during the day.

Lunch time is at 12.15pm and children can bring a packed lunch, or parents/carers can order a hot meal via SwiftKitchen. The hot school dinners are £2.60 per meal unless you are entitled to Free School Meals. If you think you may be entitled, please speak to a member of staff for more information.

After lunch, we have a short carpet session to listen to a story and the children are also invited to take part in a Maths circle time activity. Then the children choose where they would like to play. Children are invited to engage in a focused adult-led activity once a week. These activities are based on the children's interests and our topic of the term.

Lastly, we share a story and sing nursery rhymes and number songs together on the carpet before getting ready to go home.

Children have use of both the indoor and outdoor classroom throughout the day, and where possible, other areas of our beautiful school grounds. We also have a number of weekly sessions, which take place outside in our conservation area. This is a fantastic learning environment – it includes a large pond and a fire pit. The children are able to climb trees, explore the natural world, take appropriate risks and develop a range of essential life skills. We really value these sessions (and so do our children), and we go outside in all weather conditions!

We inspire children by reflecting their interests in play.

We are a Church of England school and teach Christian values as part of our learning ethos.



Sessions

Our Nursery serves children who are aged 2 - 4 years old (2 year olds will need to turn 3 within the academic year).

We run morning sessions from **9:00am – 12:00pm** and afternoon sessions from **12:00pm to 3:00pm**, Monday to Friday, term time only.

The cost per session is as follows:

- **£18 .00 per session for 2 year olds**
- **£13.00 per session for 3 year olds**

All three and four year olds can claim 15 hours (universal entitlement) per week, and some are eligible for an additional 15 hours (extended entitlement).

Any additional hours will be charged privately at the above rates. Lunches are charged at £2.60 or children can bring a packed lunch. There are no additional consumable charges. If you think you may be entitled to free school meals, please speak to a member of staff for more information.

We offer an optional early drop off at 8.45am. There will be a small daily charge for this additional provision:

- **£1.00 per day for 3 & 4 year olds**
- **£1.50 per day for 2 year olds.**

For further information on funding entitlement, please visit the following link:

30 hours entitlement: [30 hours free childcare - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

15 hours entitlement: [Claim early years entitlement | Bath and North East Somerset Council \(bathnes.gov.uk\)](https://www.bathnes.gov.uk)

You can claim funding at the following link:

[Childcare for two, three and four year olds | Bath and North East Somerset Council \(bathnes.gov.uk\)](https://www.bathnes.gov.uk)

St Mary's Nursery Uniform

All children in the Nursery are expected to wear school uniform. It helps to give the children a sense of school identity and being part of a team, it is practical and smart, and it allows everyone to be equal.

Our uniform has been deliberately chosen to be easily available and cost effective. School sweatshirts, polo shirts, and bags can be purchased from our school provider: Goodies, (<https://gooddies.co.uk>). All other items are easily available from stores locally.

Our Nursery uniform is:

- School sweatshirt or cardigan with school logo
- Grey/black joggers/leggings/skirt/shorts
 - White polo shirt
- Lighter weight dress for the summer
- Sensible black shoes or trainers

Children in the Nursery do NOT need a PE Kit

All children need a pair of wellies in Nursery at all times

We do NOT allow:

- The wearing of jeans
- Jewellery (dangling earrings, rings etc.) except studs - make-up in any form, e.g. nail varnish.

PLEASE ensure all clothing, wellies and belongings are clearly labelled with your child's name.

Our Principles

In line with the Statutory Framework for the Early Years Foundation Stage, we follow the following principles...

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates.

These principles are part of the foundations of our practice.

Characteristics of Effective Teaching and Learning

- Playing and exploring: children investigate and experience things, and 'have a go'.
- Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Curriculum

The Government have introduced a new statutory framework in September 2021.

Children in Nursery and Reception are working within the Early Years Foundation Stage (EYFS) before they start the National Curriculum in Year 1. We firmly believe that young children learn best through play-based activities. These include focused activities with an adult (adult-directed), activities which the children choose themselves (child-initiated), and activities created by an adult that children engage with through our continuous provision (adultframed). Children do a mixture of activities on a daily basis. They also spend a lot of time outdoors!

In line with the new statutory framework, we have worked hard to develop a curriculum that seeks to ensure:

- Every child makes good progress, and no child gets left behind
- A secure foundation in learning and development of each child
- Partnership with practitioners/teachers and parents/carers
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The Early Years Foundation Stage is made up of seven areas of Learning and Development. All areas of Learning and Development are connected to one another. The areas of learning and development are underpinned by the principles of the statutory EYFS framework. The curriculum is divided into Prime and Specific areas of learning and development.

The level of development children should be expected to have attained by the end of the EYFS (**the end of the Reception year**) is defined by the early learning goals (ELGs) as set out below:

PRIME

Communication and Language

- Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

- Speaking

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

- Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Building Relationships

Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

Physical Development

- Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

- Fine Motor Skills

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.

SPECIFIC

Literacy

- Comprehension

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand

recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

- *Word Reading*

Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

- *Writing*

Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.

Mathematics

- *Number*

Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

- *Numerical Patterns*

Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

- *Past and Present*

Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.

- *People, Culture and Communities*

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.

- *The Natural World*

Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences

between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

- Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.

- Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Communication

Tapestry

We use an online system called Tapestry for recording and sharing your child's learning and progress. You will receive a learning summary once a term from your child's Key Practitioner via Tapestry. These reports will summarise progress and any areas where your child may need more support. It is very important that you read these.

We are very enthusiastic about using this system at St Mary's, and hope you are as well, and that you will utilise it to share the learning you do at home too! Please take a look at this website to find out more information about Tapestry: <https://tapestry.info>.

We also capture your child's learning experiences in a folder called a learning diary. We add written observations and store some of your children's creations, so you can share your child's experiences – this is a document you'll want to keep forever!

Class Dojo

We also use a communication system called Class Dojo. Class Dojo is an online platform that enables and 'connects teachers with parents to build an amazing classroom community!'. You can directly message Miss Hamblin and Abbie and see what's going on in class as we will regularly post to the 'stories' page. It is important that you use Dojo as we share important information using this platform.

Other Information

What does my child need during a Nursery session?

- book bag & reading record
 - change of clothes
- nappies & wipes if your child is in nappies
 - bottle filled with **water only**
- wellies & all in one wet weather suit that can be left at Nursery
 - coat/sun hat (weather dependent)
- during hot weather, please ensure sun cream is applied to your child **before** their Nursery session – thank you.

- Your child will be assigned a Key Practitioner and you will be informed of the name of your child's Key Practitioner. The Key Practitioner will help ensure that your child's learning and care is tailored to meet their individual needs. The Key Practitioner will seek to engage and support parents/carers in guiding your child's development at home. They will also help families to engage with more specialist support if appropriate. Please feel free to speak to your child's Key Practitioner at anytime.
 - Your child will have their own peg for coats and bags, and a drawer for personal belongings (**but please don't bring toys to Nursery in case they get lost!**).

- ParentPay is an online system we use to allow you to order lunches, and pay for any balances, such as Nursery fees. You will be issued with a code that will enable you to activate your account. You will be able to access ParentPay on the internet, or by downloading an app.

- Your child is entitled to free milk at school until his/her fifth birthday and we have this during snack time. If you would like to purchase milk after your child turns 5, please speak to the school office.

- Early Years Pupil Premium (EYPP): If you think your child may be eligible for EYPP, please contact the school office, where we can support you in claiming this additional funding. EYPP is government funded and if your child is eligible, funds are contributed to the school for the purpose of supporting your child in session. Please do not hesitate to ask as we welcome you applying for this funding.

- Reading/book bags: Your child will be given a reading record and a book to take home each week. We share these books together at Nursery (just like we do in school) at least once a week, and we invite you to share this book at home with your child, talking about the pictures and learning new words. They are not expected to read the book, or the words inside of the reading

record (although some may want to and may be able to!). We will change these books every week and your child will get to choose the book. This is the beginning of their exciting reading journey.

- Star of the Day: Every day, the practitioners need a special helper. We choose a 'Star of the Day' to do very important jobs. The star also gets to sit on a special chair!
- Please wait outside the classroom at home time. We will only let children go once we have seen who is collecting them. This also helps with parent and practitioner communication and aids us with keeping you informed of what your child has been doing during the day. This is also the best time for any queries you may have. If someone different is collecting your child, please let the staff know.

Thank you for taking the time to read this. You can find more information on our school website: <http://www.stmaryswrithlington.co.uk/> or on our Facebook page: [facebook.com/StMarysWrithlington/](https://www.facebook.com/StMarysWrithlington/)

If you have any further questions, please contact the school and someone will be happy to help!