

Welcome to  
Nursery!

# Staff in our class



Ms Rees  
Class Teacher



Ms Hammett  
Nursery Nurse

# What Is the EYFS?

**The Early Years Foundation Stage (EYFS)** statutory framework is a government document that all schools in England must follow. It sets standards for the learning, development, and care of your child from birth to 5 years old.

The standards ensure your child will learn and develop well and that they are kept healthy and safe.

# What will my child be learning?

The EYFS framework outlines seven areas of learning and development and educational programmes. There are **three prime areas of learning**, which are particularly important for your child's development and future learning and there are **four specific areas of learning**, through which the prime areas are strengthened and applied.

**These 3 prime areas are the most essential for your child's healthy development and future learning.**

**Communication  
and Language**

**Personal, Social  
and Emotional  
Development**

**Physical  
Development**

As children grow, the prime areas will help them to develop skills in **4 specific areas.**

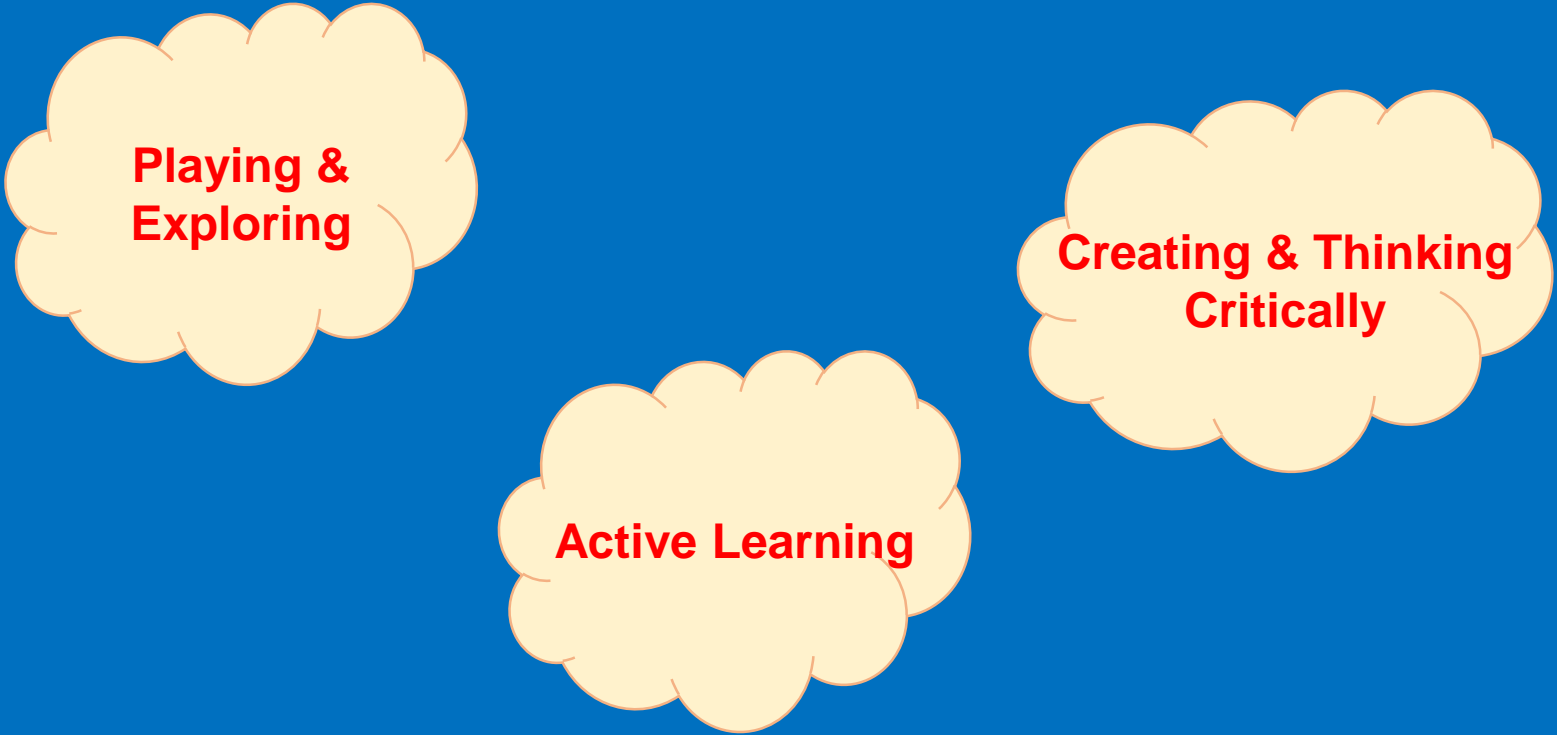
**Literacy**

**Mathematics**

**Understanding  
the World**

**Expressive  
Arts & Design**

The EYFS framework also identifies **three characteristics of effective teaching and learning:**



**Playing &  
Exploring**

**Active Learning**

**Creating & Thinking  
Critically**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

# Early Learning Goals

## 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, non-fiction, 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.

## 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, non-fiction 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.

## 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.

## 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.

## 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.

## 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## 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.

# How will my child be learning?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and adult guided activities that your child will develop confidence and relationships with others. Through play, the EYFS team will help your child to extend their vocabulary and develop their communication skills.

# Some key changes

There is more of an emphasis on the importance of developing **communication and language skills**.

- Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
- Encourage more conversations between adults and children, but also children and their peers.
- Good language skills are the basis for all other learning and social interaction, so this is vital to focus on



# Some key changes

There is a focus on how **reading** stories is important to help children develop in all of Areas of Learning.

- Daily reading of stories encourages an enjoyment of reading from a young age.
- Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
- Listening to stories develops imagination, ideas and language.
- Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
- Children are also encouraged to use story ideas in their play.

# Some key changes

There is a focus on encouraging **healthy choices** overall and an understanding of **oral health**.

- Required to teach children the importance of brushing teeth.
- Supervised toothbrushing is not expected in settings and schools.
- Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
- Getting into good routines from a young age is important as these often continue into adult life.

# Changes to Informal Assessments

- There have also been changes to a document called **'Development Matters'**.
- This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.
- Linked to this document change, children are no longer assessed against an age band. It's now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.
- Staff can now use their own knowledge of child development to decide each child's next steps and support needs.

Sing and tell  
nursery rhymes

Talk about the numbers, colours,  
words and letters you see when you  
are out and about

Allow your child to cut out and  
stick pictures from magazines

Cook / bake  
together

Plant seeds or bulbs in a  
pot or garden patch

Use the weather – shadows, rain puddles,  
snow, wind, mist and sun – to extend your  
child's vocabulary

Explore the park at a  
different time of the year –  
go off the beaten track

Share a book

Talk to your child at every  
opportunity – e.g. what you  
are doing that day

On a trip to the  
supermarket, talk about  
all the different packaging  
shapes

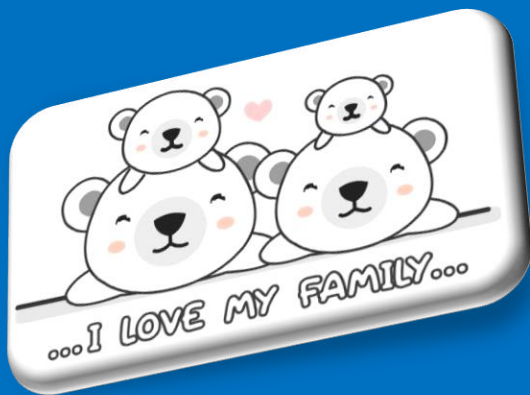


# Reading

- Regular reading at home.
- Make reading fun and pleasurable!
- Ensure your child has understood what is happening in the story.

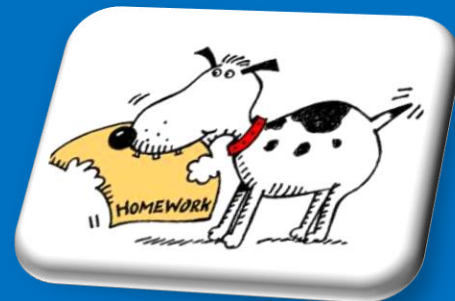
# Our topic is ‘Marvellous Me’

- We will be linking these topics to the different curriculum areas in the Early Years Foundation Stage.
- You can help by taking your child to the library and visiting museums.



# Nursery Newsletter

- We send newsletters home every Friday, telling you about your child's week, our main themes and activities and any key information and notices.
- We might set up a little task for you to complete with your child over the weekend.
- Homework is meant to be fun and not a chore.



# Children's work

Please value your child's work. Children's play is their work.

- Familiarise yourself with activities offered and ask your child to show you what they have done in Nursery.
- Show your admiration for any work taken home by displaying it in a prominent position.







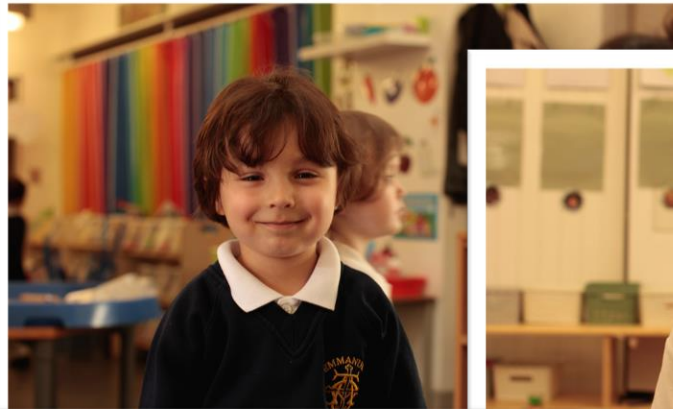












# Toys from home

- Please do not send any toys with your child to school.
- There are plenty of toys for them to play with and the nursery can not replace any toys which are lost or damaged.
- On Friday we enjoy 'Show and Tell', where children can bring in something special to share with the class.



# General Information

**Illness** - make sure you ring the office first thing in the morning.

**Be at school on time.** School officially starts at 9.05 and the register for Nursery is done at 9.15am.

Make sure your **child is picked up on time** – 3.05 the gate is open.  
The children should be picked up at 3.05.

Check the weekly **newsletter** that is uploaded onto the school's website - check bags daily for any other correspondence.

**Medical needs** – Please keep the school updated through the year.

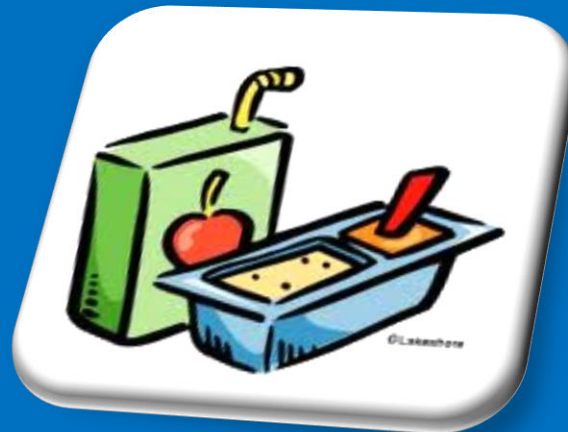
# Snacks and Lunchtime

Healthy snacks for play time - no crisps, biscuits, chocolate, nuts, baked goods- if the label says it may contain nuts children will not be allowed to eat it in school.

Every child can choose fresh fruit everyday. They can access water from the fountains and our snack area.

New Emmanuel packed lunch policy.

**Please label  
everything!**





# Correct Winter Uniform

- ❖ White polo shirt with Emmanuel logo.
- ❖ Navy cardigan or jumper with Emmanuel logo.
- ❖ Navy tracksuit bottoms/ Navy skirt or dress.
- ❖ Black shoes with velcro and white socks
- ❖ No jewellery
- ❖ No nail varnish
- ❖ Yellow, white or navy hair bands

Please send in extra clothing if you can



# How can I help

- ❖ Teach your child how to put a coat on.



- ❖ Encourage them to put their clothes on, especially socks and shoes.
- ❖ Encourage them to sit at the table and use a knife and fork when eating.

# Important information

- We would very much appreciate a termly donation of £5 to buy resources for cooking and messy play.

Any other donations are hugely appreciated – dry pasta, rice, old phones.

- Please label all items of clothing, including shoes and socks.

- INDEPENDENCE

# What else can you do?

- Don't say, "Wait till I tell your teacher....." not even in fun!
- Please do not comment if your child's uniform gets messy at school.
- Read to your child every night.
- Encourage independence in dressing and eating.
- Encourage perseverance in activities and play.
- Ensure your child is toilet trained.
- Speak to your child with proper language, '**not baby talk!**'
- Ask your child what he/she has learnt at school.
- Could they teach you what they have learnt?
- What do they enjoy doing at school?

# If there is a concern...

Children- circle times, time to talk

Parents/Carers- at pick up or drop off an appointment can be arranged.