



Nursery Welcome Meeting



These are the grown ups who will be in Rockhopper and Emperor Nursery



Mrs Pioli
Class
Teacher



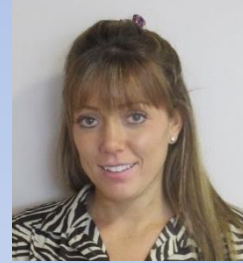
Mrs Laming
Teaching
Assistant



Mrs Viney
Teaching
Assistant



Mrs Woods
Teaching
Assistant



Miss Egan
Teaching
Assistant



Miss Cannon
Teaching
Assistant



Mrs Walker
Teaching
Assistant



Mrs Fletcher
HLTA



Mrs Wilson
Teaching assistant



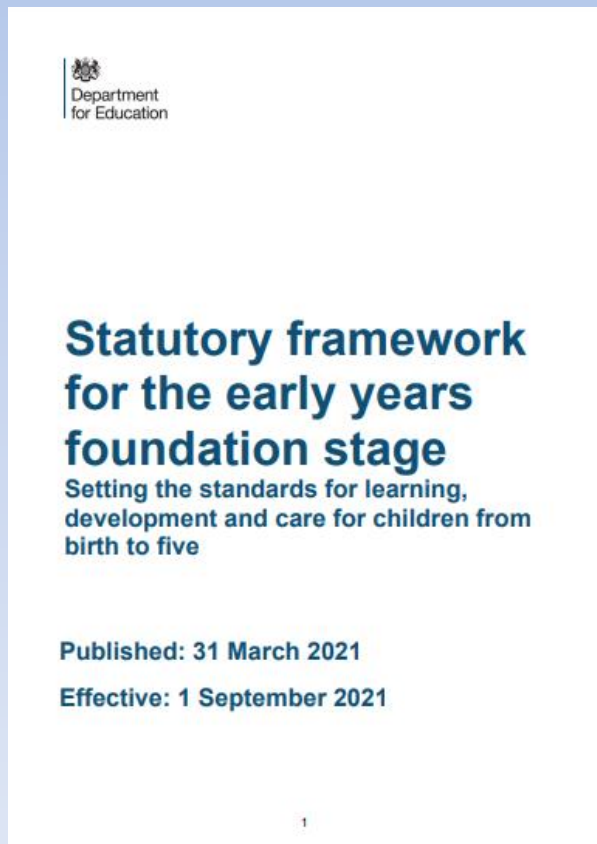
Mrs Hughes
Teaching assistant



Mrs Joslin
1:1 HIU support

**Life in Nursery - a place to
build
a successful learner!**

What is my child learning? The EYFS curriculum From birth to 5 years old!



The Early Years Foundation Stage (EYFS) outlines what adults must do to help children learn and develop and to be healthy and safe. Our curriculum is based on 'Development Matters' as a guide.



Characteristics of effective teaching and learning

Playing and Exploring

Children investigate and experience things and 'have a go'.

I can recognise that my actions have an effect on the world, so I like to repeat them.

I can make choices and explore different resources and materials.

I can plan and think ahead about how I will explore or play with objects.

I can guide my own thinking and actions by talking to myself as I play.

I can make independent choices.

I can bring my own interests and fascinations into early years settings.

I can respond to new experiences when they are brought to my attention.

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Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

I can begin to predict sequences because I know routines.

I can participate in routines.

I can show goal-directed behaviour.

I can keep on trying when things are difficult.

I can begin to correct my mistakes.

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Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

I can take part in simple pretend play.

I can sort materials.

I can review my progress as I try to achieve a goal and check how well I am doing.

I can solve real problems.

I can use pretend play to think beyond the 'here and now' and to understand another perspective.

I can feel confident about coming up with my own ideas.

I can make more links between my ideas.

I can concentrate on achieving something that is important to me.

I can give my attention to tasks and ignore distractions with increasing control.

Prime Areas of Learning

The building blocks to all learning

- Personal, social and emotional Development
- Communication and Language
 - Physical development

• Personal, Social & Emotional Development

- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Communication and Language Development

- Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.
- Vocabulary is key. We focus on new words that are 'just right' for the children to learn- we call these 'Goldilocks words. For example, we met a snake and frog last week- one of our goldilocks words was 'reptile' and another was 'amphibian'
- We have a book based curriculum. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures
- Keep speaking your home language!

Physical Development

Gross motor (large movement) and fine motor (small movement) development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. The stronger your child is with their gross motor movements, the stronger their fine motor movements will be, moving into being ready to write.

- The Prime areas support the development of the Specific areas...
- Children need to be able to talk, have exciting language, hold mark making tools and have the emotional well being and resilience to access the specific areas.

Specific Areas of Learning are also broken down further:

- Literacy- Reading and writing
- Maths
- Knowledge and understanding of the world
- Expressive arts and design

A typical session in Nursery!

Each day is different!

Children come in to the classroom, settle in to the session - we want to ensure all the children are happy and ready to learn!

Free flow between both indoor and outdoor classrooms
Teachers & teaching assistants support the children in their learning through play, bringing targets to them, questioning, further extending their ideas, adding a challenge, etc. This may include adult led learning.

At the end of the session we will have a carpet time, sometimes as a whole class, sometimes in small groups with different adults. These sessions are focused on building up children's prime areas of learning. (sing lots of songs, listen to lots of stories - good way to introduce new vocabulary! We play lots of games, enhance listening skills, teach new concepts)

We plan these sessions based on the learning we have observed and the children's interests. This enables us to target the learning to ensure we are meeting the needs of our learners.

Topics

Autumn 1 and 2- Proud to Belong/ feeling good/ all about me/ celebrations

Spring 1- Transport/ People who help us

Spring 2- Terrific tales

Summer 1- Ee-I ee-i-o

Summer 2- Let's go on an adventure!

These topics may change throughout the year / term / week as we go with the children's interests and plan based on their current needs.

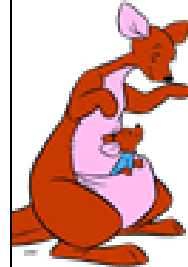
At the Mead Infant School we are developing LEARNING BEHAVIOURS

Proud to belong



Motivation (EYFS)

Tigger always bounces back and he keeps trying even when it gets difficult. He never gives up.



Responsible

Kanga is responsible because she cares for Baby Roo. Kanga always listens well so that she knows exactly what to do, to look after Baby Roo.



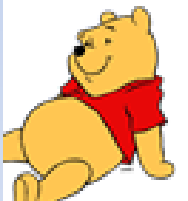
Thinking (EYFS)

Eeyore always thinks carefully and uses a range of resources. He is a resourceful learner as he uses his imagination and is creative.



Reflective

Wise owl always reflects upon what he does and thinks of ways of improving. He can tell you what he is really good at and what he needs to do, to become an even wiser owl.



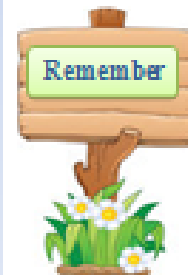
Reasoning

Pooh always likes to give reasons for his decisions and explain how he worked something out. He is also really good at asking questions.



Playing and exploring Engagement (EYFS)

Piglet loves to explore and play. He tries to be brave and is always willing to have a go.



... these behaviours are the bedrock of all our successes.

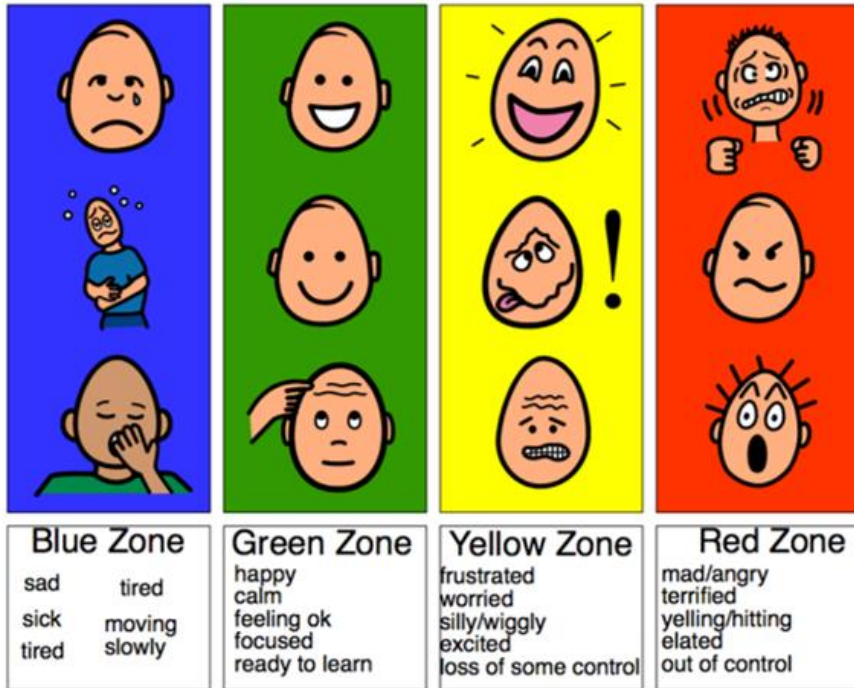
Types of learning

- **Continous Provision**
Children have free access to inside and outside classrooms and decide where to learn

- **Adult led Focused**
activity with adult support
Can take place in any area of the classroom (both indoor & outside)

Zones of regulation - mood board

The Zones of Regulation



As part of the Personal, Social and Emotional section of the EYFS curriculum we encourage children to use a 'Zones of Regulation' mood board. Children can move their names onto the colours green, blue, yellow or red to tell us how they are feeling during the day. This indicates how ready the children are to learn. An adult will then speak to the child about why they are feeling a certain way and which strategies they could use to feel better.



Behaviour systems



Golden Star

Children move their name on to the golden star and receive a special sticker at the end of the day.



Happy Sunshine

Children move their name on to the happy sunshine and receive a small sticker either at the time or at the end of the day.

All names returned to 'starting point' at the beginning of each day. Names are kept here until a child moves up or down.



Uh-Oh Umbrella

Staff/children move a child's name on to the uh-oh umbrella and receive a warning for their behaviour, if this continues they will move to the sad cloud. If the child corrects their behaviour and makes good choices their name should be moved back to the 'starting point'.



Sad Cloud

Staff/children move a child's name on to the sad cloud as a consequence of their behaviour. When the child corrects their behaviour and makes good choices their name should be returned to the 'starting point'.

Evidence me

Evidence Me Help for Parents

Parent Share is a feature accessed by teachers via Evidence Me. It offers a quick, simple, and effective way of proving “parental engagement” in the learning process.

How Parent Share Works

1. Once a school/ setting has linked your email address to your child’s account, you will be sent a Parent Share invitation to activate your account.
2. If you would like to participate, click on the link to activate and confirm your email address.

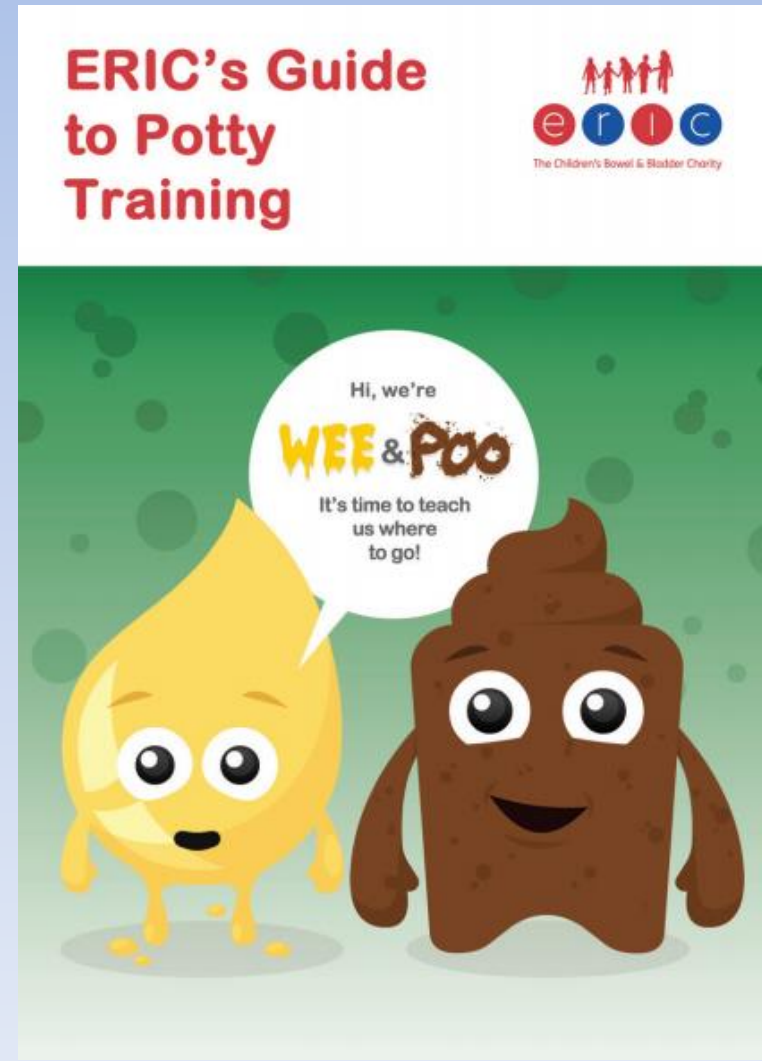
PLEASE NOTE: If you do not receive your set up email please check your spam/ junk folder. If it doesn’t appear in there then please contact the school/ setting directly to ensure this has been sent to you.

Ways to support your child at home

- Encourage their independence - dressing, using the toilet, pouring drinks, snacks, shoes, etc.
- Support the prime areas of learning (see above)
- Communication & language - talk, introduce new vocabulary, read stories, investigate their interests
- Physical development - **fine motor & gross motor skills**, cooking, cutting, sticking, climbing, scooters, etc. **Self care skills** - toileting, coats, shoes, etc
- Personal, social & emotional development - playing games, taking turns, role play, talking about good choices
- Sharing and talking about stories - 5 a day!
- Finding and using numbers in every day life
- Purposeful mark making
- Listening to and playing with sounds in words
- Sing nursery rhymes
- Counting - count everything

Toilet training support

- www.eric.org.uk



Reminders / useful information

Timings of session :

Emperor Penguins

9am -3pm

Rockhopper Penguins

9am-12pm

- dismissing can take a while as we need to ensure everyone is safe, we thank you for your patience during dismissal. Please ensure you arrive promptly for your dismissal time as we have staggered drop offs and pick ups for all the other classes in the school. This is to minimise the mixing of bubbles.
- If your child is going home with someone else please call the school office / please also call the school office if your child will be absent that day, you can leave a message on the absence line

Reminders / useful information

- If you would like to speak to a member of the nursery team, at the end of the session please wait until all the children have been dismissed or email your class teacher
- Book bags with one key ring- independence
- Velcro shoes (no laces please)
- Outside learning - warm clothes, raincoats, we do get messy!
- Parent mail - please sign up - coming up next week, important letters/information received this way
- Please also remember we are a nut free school - no nuts/ products containing nuts such as Nutella in lunches please. For your child's independence, please think carefully about how easy their lunch is to access- can they open the packets or containers? Will they easily be able to eat everything?

School Uniform

Boys

- Royal blue sweatshirt with school logo
- Dark grey tracksuit bottoms
- White t-shirt (school logo optional)
- Dark grey or royal blue shorts in the summer
- Shoes/trainers without laces (we suggest Velcro trainers)



No jewellery including earrings please.
PLEASE ,PLEASE ,PLEASE name everything!

School Uniform

Girls

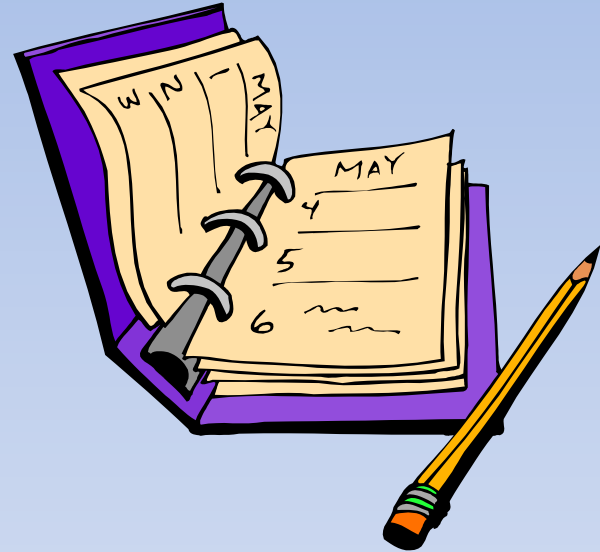
- Royal blue sweatshirt with school logo
- Dark grey tracksuit bottoms or dark grey leggings
- White t-shirt (school logo optional)
- Dark grey or royal blue shorts in the summer
- Shoes/trainers without laces (we suggest Velcro trainers)



No jewellery including earrings please.
PLEASE ,PLEASE ,PLEASE name everything!

Holidays, attendance & punctuality

- Holidays during term-time are not permitted
- Time off will only be authorised if there are exceptional circumstances
- Please see The Mead attendance policy for more details.



• Any questions?

- If you have any questions please email the class teacher.
- The Email addresses are listed below:
- Emperor Penguins
emperors@mead.surrey.sch.uk
- Rockhopper Penguins
rockhoppers@mead.surrey.sch.uk