

Nursery Welcome Meeting



Nursery team



Mrs Pioli
Class
Teacher



Miss Cannon
Teaching
Assistant



Mrs Viney
Teaching
Assistant



Mrs Woods
Teaching
Assistant



Mrs Walker
Teaching
Assistant



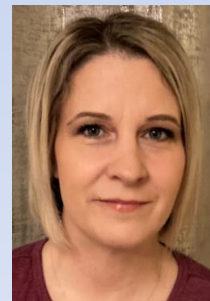
Mrs Hughes
Teaching
Assistant



Mrs Pillay
Learning Support
Assistant



Mrs Andrew
HLTA




Miss Hargrave
Teaching
Assistant

Life in Nursery...

**A place to build
a successful learner!**

What is my child learning?


 Department for Education

Statutory framework for the early years foundation stage


Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021
Effective: 1 September 2021

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 **BIRTH TO 5 MATTERS** Guidance by the sector, for the sector

Birth to 5 Matters: Non-statutory guidance for the Early Years Foundation Stage



From the Early Years Gateway
www.birthto5matters.org.uk

 Department for Education

Development Matters

Non-statutory curriculum guidance for the early years foundation stage

First published September 2020
Revised July 2021



Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

MOTIVATION

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

- Having their own ideas
- Making links
- Working with ideas

Characteristics of effective teaching and learning

Prime areas- building blocks to future learning

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Personal, Social and Emotional Development

- Separating from main carers.
- Enjoying other childrens' company.
- Starting to play with other children, listening to their ideas and negotiating play and decisions about plans.
- Independence selecting resources that they need, making choices about where to play and who to play with.
- Following rules to keep everyone safe and happy.
- Express feelings- through talking, pictures, art, dance, role play etc.
- Understand others' feelings

Physical Development

Gross motor

- Moving in different ways, climbing, balance, ball skills, riding wheeled toys
- Coordination and confidence doing the above with more ease and control
- Using large muscle movements to extend arms up, down and around in order to strengthen shoulder, arm, and wrist strength.
- Games with others made up or planned, understanding rules and working together.
- Moving to music or the beat, making up sequences and patterns.
- Collaboration with others through big construction.
- Safety rules
- Independence in self care skills- toileting, dressing, washing their hands and understanding about oral care.

Physical Development

- **Fine motor (small movement)**
- Building strength in upper body and arms ready for writing.
- Using one handed tools- scissors, spades, pens, hammers
- Dressing themselves- coats on, zips, buttons
- Messy play, manipulating equipment and resources.

Communication and Language Development

- Listening and attention
- Understanding
- Speaking

Communication and Language Development

- Back-and-forth interactions
- Vocabulary
- Book based curriculum
- Keep speaking your home language!

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 morning in Nursery!

Each day is different!

9am- Children come in to the classroom, settle in to the session - we want to ensure all the children are happy and ready to learn!

9.30- Snack shack opens and doors open for free flow between both indoor and outdoor classrooms.
Adult led activities and continuous provision.

11.40- Input- sometimes as a whole class, sometimes in small groups
These sessions are focused on building up children's prime areas of learning.

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.

A typical afternoon in Nursery!

11.30- 12- Lunch

12-2.15- Free flow inside and outside

(Watch this space for afternoon enrichments)

2.15- Tidy up

2.30- story time/ music time

2.45- Get ready for home

3.00- home time

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

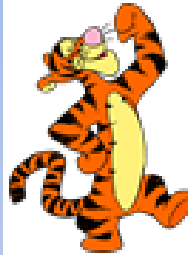
Summer 1- Ee-I ee-i-o

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.

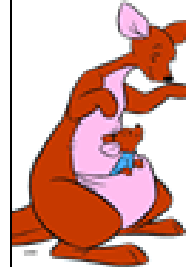
At the Mead Infant School we are developing LEARNING BEHAVIOURS

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.



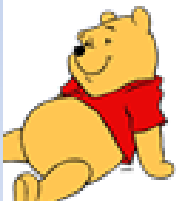
Thinking (EYFS)

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.



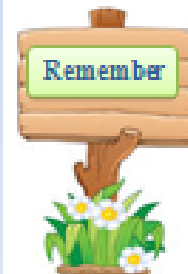
Reasoning

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)

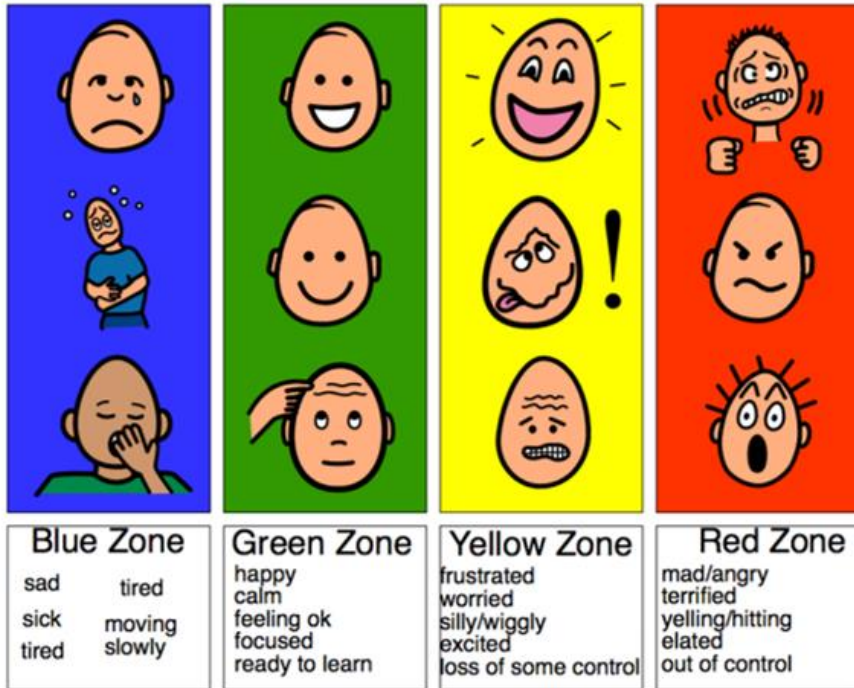
Piglet loves to explore and play. He tries to be brave and is always willing to have a go.



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

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.

School rules and behaviour

School rules- safe, respect, ready

- The 'recognition board' will show the focus for the day/ week. The focus will link to one of the school rules.
- When a child is recognised for following the rule their name or picture is placed on the board.
- Two other recognition boards are placed around the Nursery- Happy hellos and terrific toileting.

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.
- Communication & language – talk, introduce new vocabulary, read stories, sing nursery rhymes, 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 feelings

Toilet training support

- www.eric.org.uk



Reminders / useful information

Timings of session :

Emperor Penguins

9am -3pm

Rockhopper Penguins

9am-12pm

- Happy Hellos and great goodbyes
- 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

UNIFORM

All children are required to wear our nursery uniform. Children can dress in the uniform listed in which they feel most comfortable.

Uniform Details

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



Optional Accessories

- Royal blue reversible fleece/waterproof jacket with school logo
- Royal blue sun hat with school logo
- Royal blue winter hat with school logo

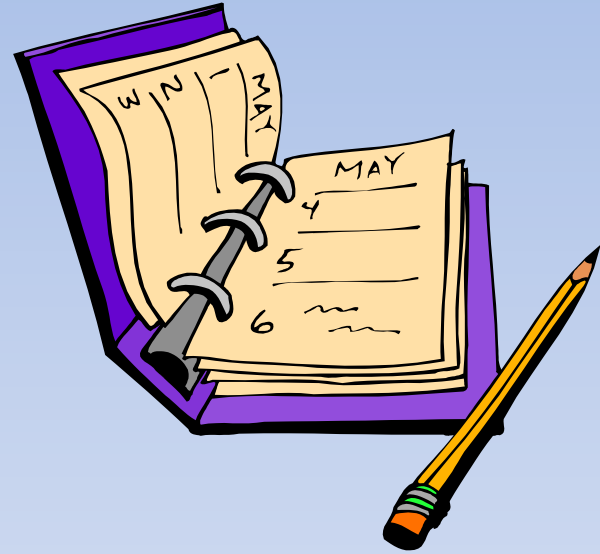


Please note that children should not wear any jewellery to nursery.

All clothing and bags should be clearly labelled with your child's name.

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?

- Emperor Penguins

emperors@mead.surrey.sch.uk

- Rockhopper Penguins

rockhoppers@mead.surrey.sch.uk