



Nursery Welcome Meeting



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



Mrs Pioli
Class Teacher



Miss Cannon
Teaching Assistant



Mrs Woods
Teaching Assistant



Mrs Walker
Teaching Assistant

THE MEAD WAY

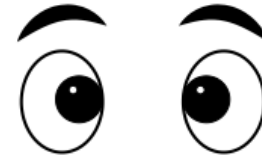


show me 5



1

Eyes looking



2

Ears listening



3

Body still



4

Voice is off



5

You are ready



Happy Hello, Great Goodbye



We say good morning

We say goodbye or good afternoon



We look at the person when we speak

We smile



Wonderful Walking

1 Walk in silence



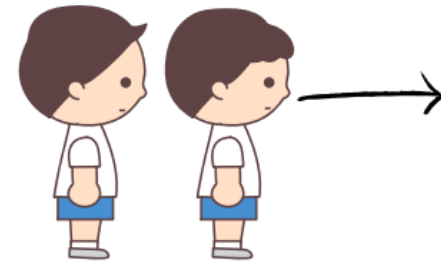
2 We use soldier arms



3 We walk sensibly



4 We face the direction we are walking



Lining up

S

Standing still

H

Hands by your side

I

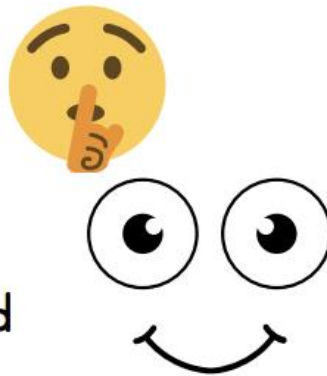
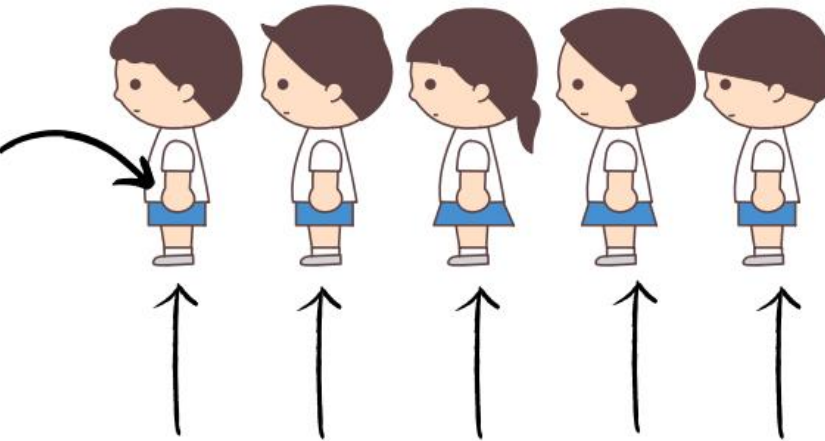
In your space

N

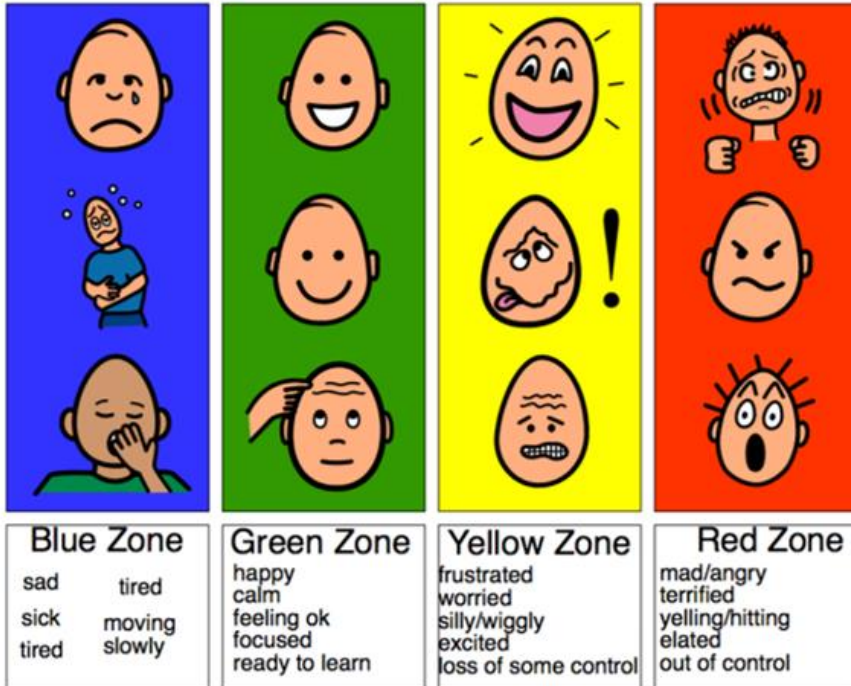
No talking

E

Eyes forward



The Zones of Regulation



Zones of Regulation

- ▶ Green – I'm ok and I'm in a good place ready to learn
- ▶ Blue – I'm a little sad about something, or I am feeling unwell/tired.
- ▶ Yellow – I am feeling a little over-excited or frustrated. I am beginning to feel like I might lose control of my emotions.
- ▶ Red – I am very angry. I am not able to control how I am feeling and I need some help.



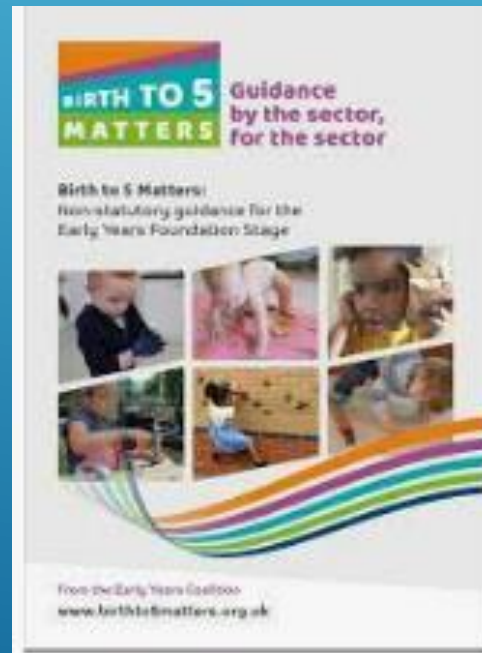
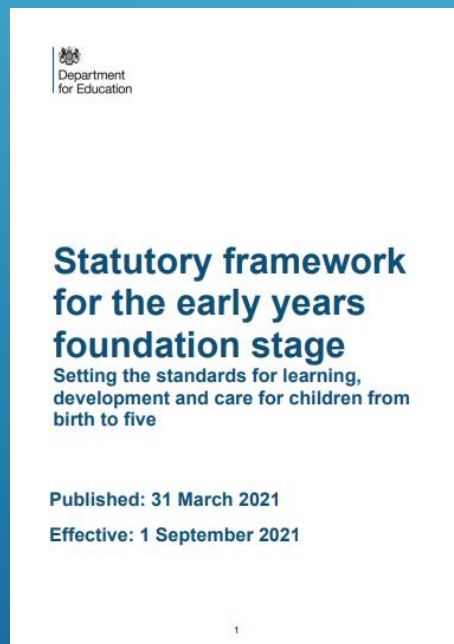
LEARNING BEHAVIOURS

LIFE IN NURSERY...

**A PLACE TO BUILD
A SUCCESSFUL LEARNER!**



WHAT IS MY CHILD LEARNING?



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 children's 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
- ▶ Independence- toileting, dressing, jumpers, shoes, wellies, coats, gloves, gloves!
- •Independence in self care skills- toileting, dressing, washing their hands and understanding about oral care.

PHYSICAL DEVELOPMENT

Gross motor

- ▶ Moving in different ways, climbing, balance, ball skills, riding wheeled toys
- ▶ Agility and strength
- ▶ 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

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.

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PHYSICAL DEVELOPMENT

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

▶ Be careful!

▶ Name writing- not all capitals please!

▶ Phonics- soft sounds please- see
<https://www.littlewandle.org.uk/resources/for-parents/>

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.**

A TYPICAL MORNING IN NURSERY!

- ▶ 8.50am- Settle in
- ▶ 9.20- 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

A TYPICAL AFTERNOON IN NURSERY!

- ▶ 12pm Lunch
- ▶ 1pm- Circle time
- ▶ 1.15pm- Continuous provision and adult led activities
- ▶ 2.35pm - story time/ music time
- ▶ 2.45pm - Get ready for home
- ▶ 3.00pm - home time

SCREEN TIME

Why Does Screen Time Matter for Children Under Five?

Key messages • 90% of development happens before age five.

- Excessive screen use can replace independent emotional regulation, quality sleep, play, creativity and conversation.
- Time away from screens supports language, social and emotional development.

Slow-paced, age-appropriate content and co-viewing support learning better than fast-paced, social media-style videos.

Guidance for Families and schools

Under 2s: Avoid screen time except for shared, interactive use.

Ages 2-5: Aim for no more than 1 hour per day- this includes time at home and school.

Keep screens away from mealtimes and the hour before bed.

Simple Swaps



Bedtime story instead of a programme



Family games at mealtimes



Watch together, talk and ask questions

Small changes can make a big difference.

Why Does Screen Time Matter for Children Under Five?

Key messages

- 90% of development happens before age five.
- Excessive screen use can replace independent emotional regulation, quality sleep, play, creativity and conversation.
- 28% of children starting Reception struggle to use a book correctly, with some trying to swipe pages.
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 -  Watch together, talk and ask questions
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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.

SCHOOL UNIFORM

Please name everything!

Mess means it's been a good day!

Please don't send your child in their best coat!!!

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.

NURSERY



NURSERY

Coming up week beginning 16/09/24

Class emails

rockhoppers@mead.surrey.sch.uk

emperors@mead.surrey.sch.uk

Welcome to Nursery!

The Nursery team would like to say a huge well done to all our new 'Penguins'. The children have made a fantastic start to Nursery life! Lots of sleep and a big breakfast will help with keeping your child's day positive.

Autumnal 'treasure'

We will be collecting together anything Autumnal (leaves, conkers, etc) over the coming weeks- if you are out walking don't forget to collect what you find to add to our Autumn collection!

Nursery welcome meeting- Friday 20th September at 9.10am

Please come and find out about what your child will be doing while at Nursery, plus lots of useful information that will help with a positive and informed start to Nursery and school life.

Here are a few reminders to help with the daily running of the Nursery.

What to bring into Nursery

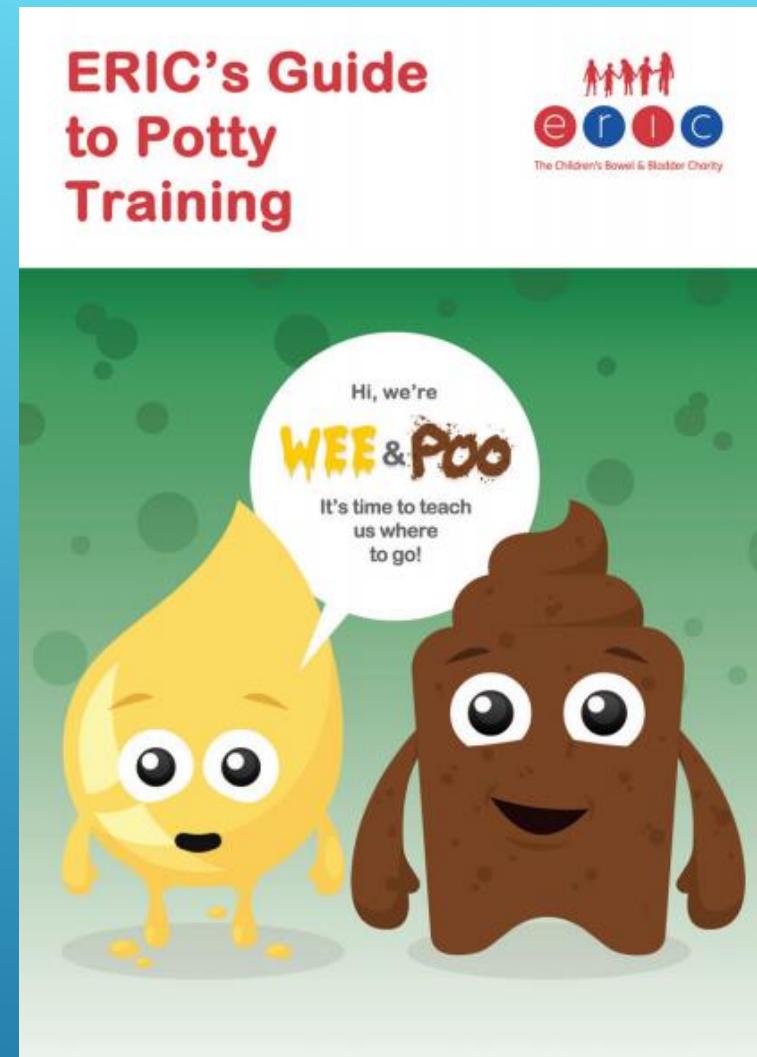
Please ensure your child has the following with them every day:

- Clearly named water bottle (a familiar sticker might be useful). This must contain only water please, not juice.
- Clearly named book bag- it is helpful for the book bag to have one keyring on so that your child is able to recognise the book bag.
- Clearly named coat
- Clearly named sun hat (when needed)

Your child does not need to bring in an additional rucksack with fruit or spare clothes (unless we have a separate arrangement that has been agreed). It is important that your child is able to be independent from the start, so less items to remember will help!

COMING UP NEXT WEEK

► www.eric.org.uk



TOILET TRAINING SUPPORT

DUMMY SUPPORT

Help yourself to a leaflet

Several thin, parallel white lines of varying lengths and orientations are positioned in the bottom right corner of the slide, creating a modern, abstract graphic element.

REMINDERS / USEFUL INFORMATION

▶ Timings of session :

▶ Emperor Penguins

▶ 8.50am -3pm

▶ Rockhopper Penguins

▶ 8.50am-12pm/3pm

▶ Happy Hellos and great goodbyes- please encourage your child!

▶ If your child is going home with someone else please email the absence email address to let us know.

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 - key ring
 - Velcro shoes (no laces please)
 - Outside learning - warm clothes, raincoats, we do get messy!
 - Emails- communication
 - Waterproofs trousers and wellies- named!
 - All belongings named- we cannot promise it will be found!
 - No toys from home please.
- 
- A series of white diagonal lines of varying lengths and thicknesses are positioned on the right side of the slide, extending from the middle towards the bottom right corner.



The Mead Infant and Nursery School

Healthy Packed Lunch Guide

To help every child stay healthy, happy, and ready to learn, please follow our packed lunch guidance.

✓ Please Include:

- **Fruit and Vegetables** – apple slices, grapes (cut lengthways), cucumber sticks, carrot sticks, berries.
- **Starchy Foods** – sandwiches, wraps, pitta bread, pasta, rice, couscous, breadsticks.
- **Protein Foods** – lean meat, chicken, tuna, boiled egg, hummus, beans, lentils.
- **Dairy or Alternatives** – cheese, plain or low-sugar yogurt, milk-based pudding.
- **Drinks** – water or plain milk.

✗ Please Avoid:

- Sweets, chocolate bars, fizzy or energy drinks.
- Cakes, pastries, high-sugar snacks (except for special occasions).
- Crisps and ~~savory~~ savoury snacks more than once a week.
- Nuts and nut products (including peanut butter, Nutella, nutty cereal bars) – **we are a nut-free school.**
- Sugary yogurts or desserts – choose plain or low-sugar instead.
- Whole grapes, cherry tomatoes, or round foods – always cut lengthways.

✗ Not included:

- Nuts and nut products including anything containing nuts, including peanut butter and Nutella, sesame seeds, pesto and hummus – to ensure the safety of children with allergies.

🌐 Cultural and Dietary Needs

We respect all families' preferences. Please let us know if your child requires: - Vegetarian, vegan, or pescatarian food. - Halal or kosher food. - Avoidance of certain foods during festivals.

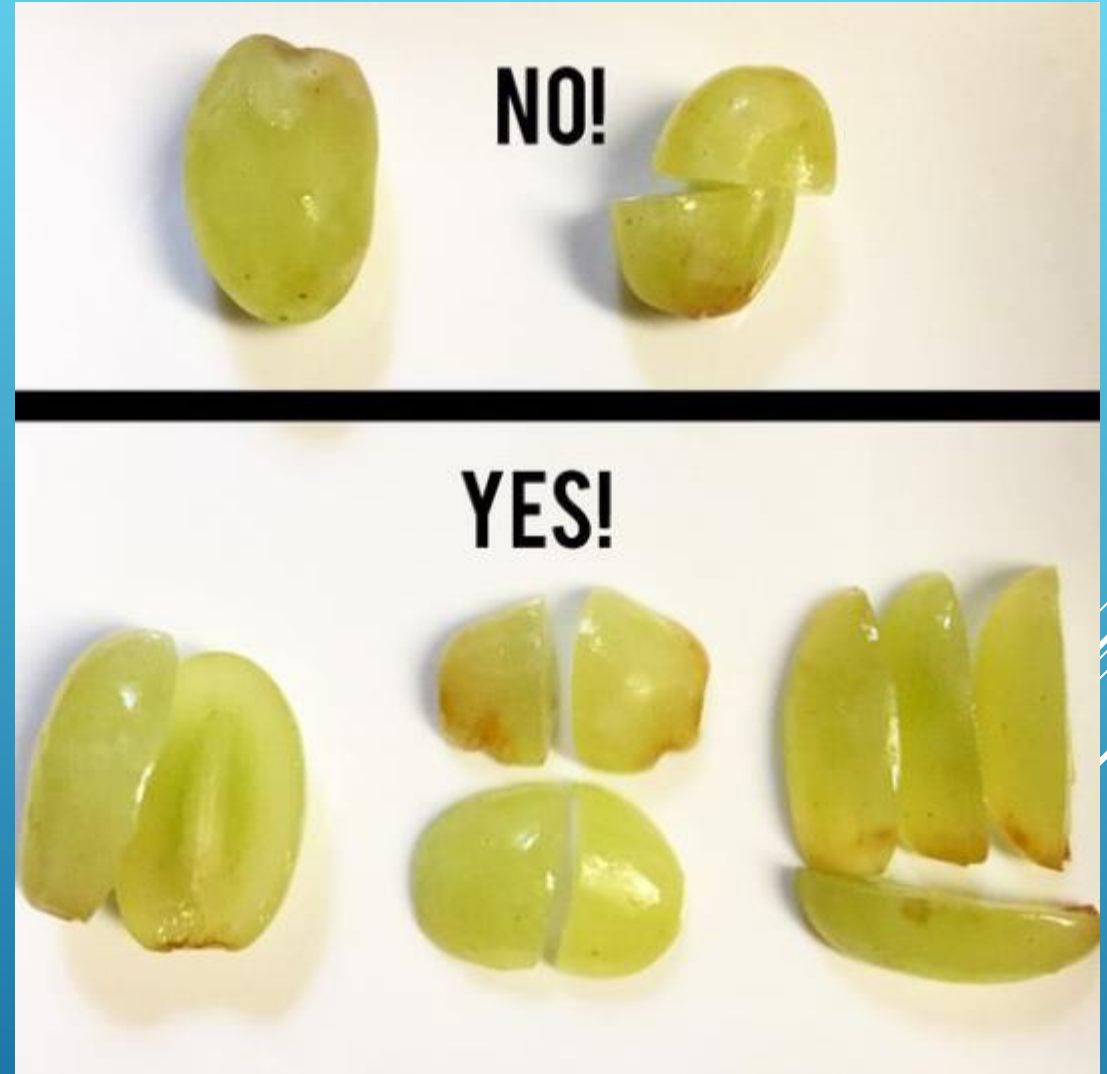
⚠ Safety and Hygiene

- Label the outside of your child's lunchbox with their name.
- Use an insulated bag and ice pack for perishable foods.
- We cannot refrigerate or reheat food from home.

💖 Support with Eating and Dietary Needs

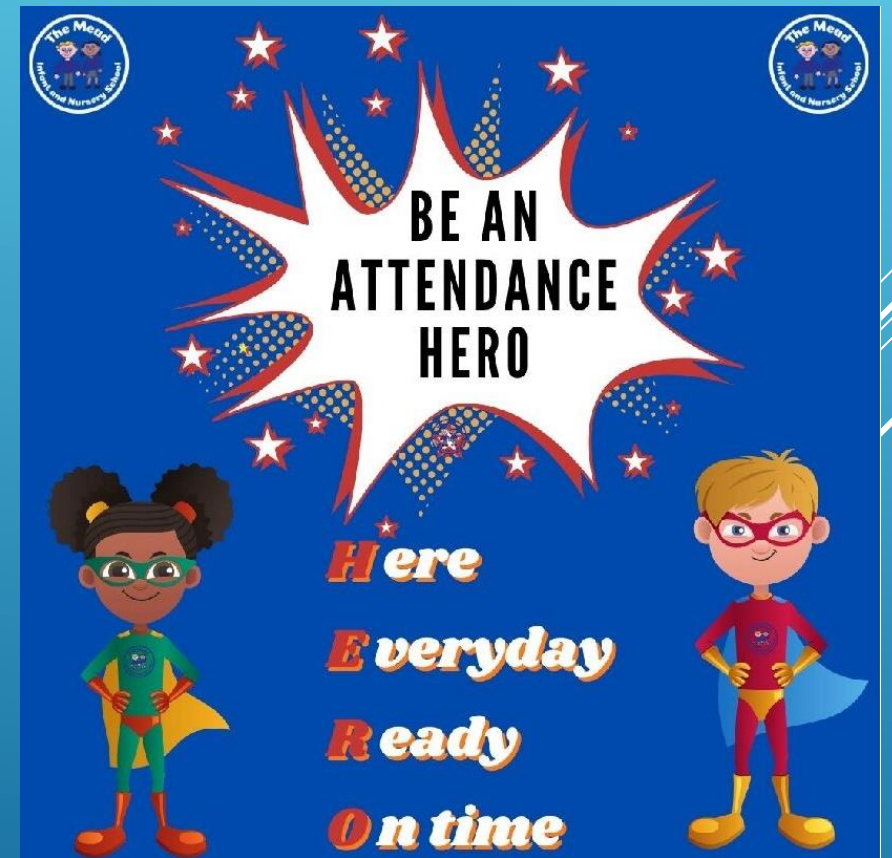
If your child has any difficulties with eating, feeding, or dietary requirements, please speak to a member of staff. We will work with you to support your child's needs and ensure mealtimes are positive and inclusive.

Together we can help children enjoy healthy, safe, and balanced meals every day.



HOLIDAYS, ATTENDANCE & PUNCTUALITY

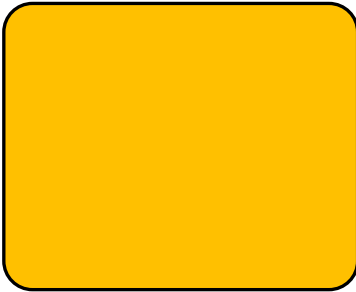
- ▶ Holidays during term-time are not permitted
- ▶ Time off will only be authorised if there are exceptional circumstances
- ▶ Please see The Mead attendance policy for more details.
- ▶ Punctuality makes a difference to your child!





Good attendance = best chance of success

- **0** days of absence/ **183** school days in each year = **100% attendance**
- **8** days absence/ **175** days of education = **96% attendance**



Poor attendance = less chance of success

- **19** days of absence/**164** days of education= **90% attendance**
- **29** days of absence/**154** days of education= **84% attendance**



Very poor attendance= serious impact on education and reduces life chances

- **38** days absence/ **145** days of education= **79% attendance**
- **47** days absence/**136** days of education= **74% attendance**

365 days in the calendar year. 182 non-school days a year.

► Any questions?

► Emperor Penguins

emperors@mead.surrey.sch.uk