



## Staff

Mrs Ratcliffe is the Nursery teacher, she is supported by two full time teaching assistants; Miss Travis and Mrs Nicholls.

Miss Knapper is a teaching assistant who provides additional support with the 30 hour funded children.

There may be other members of support staff working with children with additional needs.

Mrs Ross will cover PPA time (Planning, Preparation & Assessment) for Mrs Ratcliffe.



Miss A Travis



Mrs D Ratcliffe



Mrs L Nicholls



Miss K Knapper



Mrs K Ross

On entering our Nursery class the children will be encountering a new environment, new teachers and children they may have not previously met. Many of the children will have recently experienced an extended period at home and due to these many changes the children will need a period of time to adjust. Our staggered intake allows the children time to settle and make strong relationships with their teachers and other classmates.

We organise the intake so that the children who need the most support and the very youngest children start first.



### Partnership with home

Working together with you is crucial, you know your children best, and you are their first educators. By working together we can best build upon learning from home and school and support your child in their overall wellbeing and development.

As well as having daily contact at the start and end of the session we will regularly share information and home tasks, both aimed at groups and individually for your child, through our "Class dojo" so please make sure you have signed up.

The views and interest of your child are very important to us, at the start of every half term we will send you a "Pupil voice" sheet so that we can follow these interests to support your children's learning whilst in their self-chosen activities.

## **Our Daily Routine.**

**Morning session-8:30 start  
Afternoon session- 12:15 start**

### **Welcome, self-registration and table top games.**

*The children will be greeted by the staff and supported in self registering. The children can then choose from a selection of games and activities set up by the adults aimed at developing early literacy or numeracy skills.*

### **Whole class carpet session**

*The focus of this session will be on developing a range of key across the curriculum, often linked to our weekly key story.*

### **Small group activities and Continuous Provision**

*Following on from the carpet session three small groups of children will work with an adult to complete the week's "challenges" before moving into free choice activities, every child will complete all challenges over the course of the week. The children who are not completing one of the challenges that session will move straight into free chosen activities indoors, supported by another member of the class staff.*

### **Group snack**

*As well as sharing a healthy snack children will be developing a range of key skills across the curriculum through supported conversation with an adult.*

### **Phonics**

*The children will participate in whole class activities aimed at increasing their early phonics skills including their ability to hear sounds in words, recognise rhyme and use alliteration.*

### **Story and songs**

*A lovely end to our session as we come together for reflection, songs and stories.*

**Morning session- 11:30 finish  
Afternoon session- 3:15 finish**

You will see from our daily routine that your child will engage in a mix of self-directed and adult led activities.

Adult led activities are planned to support their acquisition of key skills and knowledge in a playful but systematic way.

A lot of the day will be spent in self-directed play, our indoor and outdoor environments are planned and organised to support all areas of learning and development. There are spaces for all types of activity. During this time adults will observe then join the play, supporting their development through positive interactions and scaffolding their learning in a variety of ways.

### Our Curriculum.

"The Early Years Foundation Stage guidance" sets out programmes of study based on the 7 interconnected "Areas of Learning" (AOL) for children from Birth to the end of Reception.

Each Area of Learning has "Early Learning Goals" (ELG) and at the end of the Reception year your child's class teacher will be asked to make a judgement against each of these goals.

If your child achieves all of the Goals in C&L, PSED, PD, Lit & Maths then they are considered to be at a "Good Level of Development" (GLD)

Every child works towards these goals at their own pace and our aim is always for every child to achieve their full potential, at whatever level that may be, whilst feeling happy, secure and valued within our school environment.

Please take some time to read the curriculum information on the next pages, it sets out the main aim of each of these programmes of study, taken from the guidance, along with their ELGs. Remember that in Nursery we are working towards these goals and children will only be expected to be at this level by the end of Reception.

You will also see how we promote each area of learning as well as some suggestions of how you can also support your child's development at home.

If you need support with any aspect of your child's learning, at any time, please speak to their class teacher or message them on Class Dojo.

## Communication and Language (C&L)

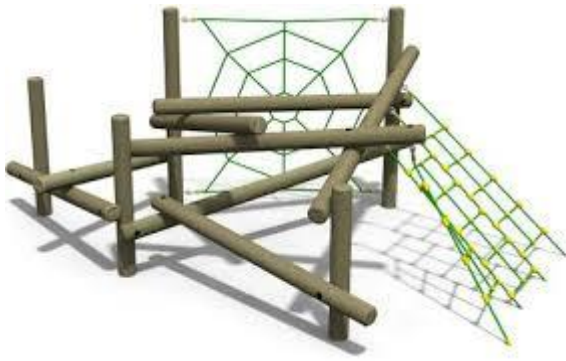
*"The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development."*

**ELG 1** Listening, Attention & Understanding - Listen attentively and respond appropriately when being read to during whole class and small group discussions; 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 **ELG 2** Speaking -Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary; Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas using full sentences, with modelling and support from their teacher.

**In school** every week our "Magical chest" introduces us to interesting clues and a new story. This not only gives us the opportunity to introduce a wide range of new vocabulary in a purposeful way but leads to multiple opportunities for conversation and linked activities. We use "Talk 4 Writing", a strategy that underpins children's reading and writing by providing a wide range of role-play and storytelling opportunities. All staff engage in purposeful conversations with children in adult led and self-chosen activities, encouraging children to share their ideas as well as introducing new vocabulary. Additional support is given to children who need extra help with their communication.

**At home** please talk with your child about their daily activities in school and out, if they don't answer your questions, try giving a little thinking time before asking again, but try to make sure the conversation is two way- I know in school adults have to make sure they don't talk more than the child! You can support your child in understanding and using the "Word of the Week" we send home, young children love to hear and use new, interesting words as I'm sure you've noticed. Read stories to your child every day and talk about the character and main events, rather than asking questions sometimes it helps to "Think out loud" and model good talking, e.g.) "Oh I'm not sure Goldilocks should be going into that house!"





## Physical development (PD)

*"Physical activity is important in children's all-round development, and for enabling them to pursue healthy and active lives. Children need to develop strength and a love of exercise, as well as precision when using small tools correctly."*

**ELG 3** Gross Motor Skills- Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG 4** Fine Motor Skills Hold a pencil comfortably using the tripod grip; Use a range of small tools, including scissors, paintbrushes and cutlery; Show accuracy and care when drawing and copying.

**In school** we carry out a range of activities aimed at developing the children's fine and gross motor skills indoors and out. Our indoor play bases, including the dough and "funky fingers" areas, contain a range of resources and tools to develop children's hand and finger strength and the outdoors has a range of equipment and opportunities to develop core strength control and co-ordination, both environments are on offer most of the day

**At home**, as well as playing in the outdoors and getting out and about, you can help your child build up their shoulder, arm and hand strength through crawling, sweeping & squeezing activities. Please support your child in using simple tools, including child scissors and cutlery, encourage them to cut up their own food with as little assistance as possible. Please help your child to manage their self-help skills independently including handwashing, nose blowing, dressing including coat fastening and toileting independently.



## Personal, social and emotional development (PSED)

*"Children's personal, social and emotional development is crucial for children to lead healthy and happy lives, and should be developed hand-in-hand with their cognitive development. Strong and supportive relationships with adults enable children to understand their own feelings and those of others, enabling them to manage their own emotions and develop a positive sense of self."*

**ELG 5** Self- Regulation -Show an understanding of their own feelings and those of others, and regulate their behaviour accordingly. Have a positive sense of self and show resilience and perseverance in the face of challenge; Pay attention to their teacher and follow multi-step instructions. **ELG 6** managing self- Manage their own basic hygiene and personal needs, including dressing and going to the toilet; Understand the importance of healthy food choices; Explain the reasons for rules and know right from wrong. **ELG 7** Building relationships-Work and play cooperatively and take turns with others; Form positive attachments and friendships; Show sensitivities to others' needs.

**In school** from the entry greeting through to the end of the session our daily routines are designed to support your child's Personal and Social development. During self- chosen activities adults encourage your child's independence whilst modelling positive interactions and supporting cooperative play, helping them negotiate with others. We follow the whole school code of conduct and children receive praise and rewards for working within set boundaries. We also promote the key values of; Pride, Resilience, Independence, Respect, Aspiration, Courage and Kindness through a variety of ways including stories, role play and adult led activities. Children are supported in their self-care whilst being encouraged to be as independent as possible.

**At home** you can support your child in many ways, this will be a time of great change for them and you can prepare them for this by giving encouragement to try new things and building their confidence in doing things independently. Have conversations with your child about their feelings, including anger, and help them to understand how they can express these appropriately and understand that others have feelings too. Talk to your child about the "Value of the Week" and give them opportunities to demonstrate these at home, earning Dojos on the way. When sharing daily stories talk together about the behaviours, both good and bad, of the characters.





## Literacy



*"Reading consists of two dimensions: word reading and comprehension. It is important to develop both aspects. By listening and talking about stories, rhymes and poems, and non-fiction books children develop knowledge of themselves and the world in which they live. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar printed words. Writing involves spelling, handwriting and. It is also crucial for children to develop a life-long love of reading."*

**ELG 08** Comprehension- Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary; Anticipate - where appropriate - key events in stories, non-fiction, rhymes and poems; Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG 9** 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 common exception words. **ELG 10** 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.

**In school** as mentioned in C&L we will introduce the children to a new quality text every week and much of our focussed learning will be linked to this story. We will also share stories at the end of every day and throughout the session. The children will receive daily class phonics sessions, when children are able to confidently hear sounds in words and blend spoken sounds to identify words they will then move on to recognising letters and their associated sounds. Every week there will be an adult led group writing task, adults will model good writing whilst the children contribute at an appropriate level. Our classroom environment offers a range of reading and early mark making opportunities, including specific areas, in which the adults model and encourage the children to engage with during self-chosen activities indoors and out.

**At home** being a member of your local library will support your child's overall development and foster a love of book; local libraries offer a range of fun sessions that are free to attend. Share stories every day and let them see you reading books and magazines to encourage their own interest. We have our own school library and will allow your child to borrow a new book each week. Hearing sounds in words is vital to their progress in reading and writing, playing eye spy and similar games is a good place to start- try sounding out whole words for your child to spot (keep the words short though). We will share information about our phonics lessons, please carry out any home tasks we share on Class Dojo. Find opportunities to write together, shopping lists, names in cards, labelling, weekend plans, diary, recipes etc.



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## Mathematics

*"Developing a strong grounding in number is essential for providing children with the platform to excel mathematically. Children should develop a deep conceptual understanding of the numbers to 10 and beyond, the relationships between them and the patterns therein. By providing frequent and varied opportunities to build and apply this understanding, children will develop a secure base of knowledge from which mathematical mastery is built."*

**ELG 11** Number- Have a deep understanding of numbers to 10, including the composition of each number, linking names of numbers, numerals, their value, and their position in the counting order; Subitise (recognise quantities without counting) up to 5; Automatically recall number bonds for numbers 0-5 and for 10, including corresponding partitioning facts. **ELG 12** Count confidently beyond 20, recognise the pattern of the counting system; Compare sets of objects up to 10 in different contexts, considering size and difference; Explore patterns of numbers within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

**In school** each week we focus on a "magic number", this may be one we have met before, and we focus on every mathematical element of it including shape, space and measure. We will have short focussed sessions throughout the week, focussing on this number and others previously met. As well as a specific Maths area there are multiple opportunities to develop our mathematical understanding in self-chosen activities, adults will actively promote development of key skills whilst playing with your child. In addition to class based sessions there will be an adult led maths challenge that your child will complete each week. Maths songs and stories are enjoyed throughout the session.

**At home** practise counting aloud forwards and back from 1-20 and other different starting points. Count objects in your daily routine, including cutlery, steps, seconds to fill the bath etc. and look out for groups and pairs of objects. Whilst out and about spot different representations of numbers, including prices and times on clocks. Play games that include numbers and counting including dominoes, cards, snakes and ladders etc. We will share information about the "magic number" including links to any Number Blocks episodes we have watched. Please complete any home tasks we set on Class Dojo to further support your child's development in this area. Try not to jump to written calculations and focus more on practical activities to deepen understanding; if your child is interested in writing numbers you can record in a variety of ways including tallies and pictures. We will share examples of how we record our Maths work on Class Dojo.



## Understanding the world

*"The frequency and range of children's personal experiences increases their knowledge of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension."*

**ELG 13** Past & 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; Recall some important narratives, characters and figures from the past encountered in books read in class.

**ELG 14** People, Culture & 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.

**ELG 15** 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 the effect of the changing seasons on the natural world around them.

**In school** our planned learning themes are predominantly based upon knowledge of the world we live in, particular to the season and world events. We take our children on educational visits to experience a variety of different environments including the local area and further afield. In addition to getting out and about we bring the wider world to us through a variety of sessions led by local visitors with a range of knowledge and expertise. We deepen understanding through adult led activities and providing a wide range of natural, technological and cultural resources within the environment, areas designed particularly to develop this area of learning are our Small World, Sand, Water and Investigation Stations. Our spacious outdoor area offers us particular opportunities to explore nature and seasonal patterns and changes.

**At home** get out and about as much as you can enjoying what's on offer in the local and wider areas. Support your child in learning new vocabulary to talk about the wider world; we will share subject and topic specific language with you to further develop at home. Don't shy away from using any technical language, as well as knowing the names of animals children love to use interesting words to describe them- children never have a problem remembering long dinosaur names! When you share stories or watch TV programmes try to discuss any similarities between your family and those they may see, encouraging respect for their differences. Make use of older members of the family, they have a wealth of information on how life has changed since they were children, enjoy conversations with them.



## Expressive arts and design

*"The development of children's artistic and cultural awareness supports their imagination and creativity. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe."*



**ELG 16** Creating with Materials -Draw and paint using a range 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. **ELG 17** Being Imaginative & Expressive-Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - move in time with music; Co-construct, invent, adapt and recount narratives and stories with peers and their teacher.

**In school** every week we have an adult led session that focusses on a key skill in Art, Music or Design building upon previous activities and introducing new vocabulary. There are opportunities to further develop these skills within our environment including a designated Art area, Construction area, Role play area and Music area. We introduce children to the works of a variety of artists, musicians and dancers to widen their experiences and offer inspiration for their own artistic endeavours. At the end of every session we sing together as a class and there is always the opportunity for song within self-chosen activities.

**At home** encourage your child to sing, dance and experiment with a variety of art equipment including paint, glue and crayons. Look out for art in the local and wider environment and see what you can spot on the TV and magazines, discuss what you like and don't like about each piece. Liverpool has a number of free museums that give the opportunity to see art and design on a large scale. Listen to wide range of music- you don't know if you like something until you've heard it! In the garden play around with natural objects to create non-permanent pieces of art and sculptures. Local libraries often hold free music and art sessions and Messy church can also offer the opportunity for creative fun.



### Attendance and punctuality.

It is very important that your child attends school every day as every day missed makes a negative impact on their learning. If your child is unwell could you please ring the School Office on **678144** and inform us of the reason for their absence.

It is also very important that your child arrives at school on time, as lateness can be very unsettling for both the child and the rest of the class.



### Snack

Snacks will be provided for your child daily. We ask for a contribution of £2 per week to cover this cost which should be paid on Monday morning. This money will also support educational visits, fun days and additional resources such as cookery ingredients.

### Uniform.

Our Nursery children wear the Foundation Stage Uniform.

This is distinct from the rest of the school and allows our youngest members of school to be clearly identified.

The winter uniform is made up of navy joggers, navy polo shirt and a navy blue sweatshirt. Girls in Nursery do not wear skirts or dresses due to the active nature of our provision.

In summer the children are allowed to wear dark shorts. In Nursery however the children must wear dark shoes and **not trainers**. This uniform is more suited for the types of activities the children will be undertaking.