



Welcome to Acorn Nursery



2022

Here In Acorn Class

Our vision statement:

Dream, Believe, Achieve

We are a school, rooted and inspired by Christian values, which nurtures children to achieve infinitely more than we might ask or they may dream; empowering them so they can flourish as confident citizens now and in the future.

We work in partnership with parents and carers to encourage independent and happy learners, who will thrive in nursery to reach their full potential whatever their starting point or stage of development.

We have clear and consistent rules and boundaries within the nursery. We support and model the desired behaviour to encourage children to develop self-esteem, self-awareness of their own feelings and actions.

We want children to feel safe, happy and confident to enjoy the first steps of their learning journey with us.

Meet the Staff



Mrs Emily Mack

Early Years Lead
Practitioner



Miss June Crook

Early Years
Practitioner



Mrs Jenny Reed

Early Years
Practitioner



Miss Eve Gwilliam

Early Years Degree
Student

How we support every child

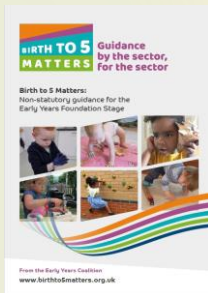
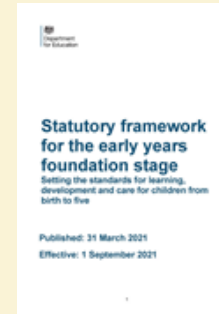
Every child is unique, has individual needs and interests. This is why in Nursery we observe, engage and interact with them as they play using teachable moments, in the moment, to extend their learning. We know children are most engaged when learning is initiated by their own interests.

How we approach this in the setting:

- ▶ We provide an open ended and enabling environment where children can fully engage and choose resources that can be used in many different ways to suit their interests and stage of development.
- ▶ We observe and wait until we are invited into their play and seize the moment when children are most engaged and extend their learning with a teachable moment, their "NEXT STEPS".
- ▶ Adult initiated enhancements are added into the environment to spark curiosity, challenges, new ideas and vocabulary, supporting our curriculum.
- ▶ Observations are recorded online using Tapestry. You will be invited to engage in your child's learning, adding your own comments and photos of your child's achievements and learning at home. Information for this is provided to your Welcome Pack

Early Years Foundation Stage (EYFS), Birth to Five, Development Matters and Our Curriculum

- ▶ The Early Years Foundation Stage (EYFS) is a statutory framework document that all early providers in England must follow. It sets standards for learning, development and care of your child from birth to 5 years old. The standards ensure your child learn and develop well and are kept healthy and safe.
- ▶ Three formal assessments take place during EYFS
 - Two Year Progress Check (between 24 to 36 months)
 - Reception Baseline Assessment (at the start of the reception)
 - Early years Foundation Stage Profile (at the end of the EYFS)
- ▶ Birth to Five and Development Matters are Non Statutory Framework documents for practitioners To understand children's development and how to implement and support each child within the setting.



- ▶ From our knowledge and working from these documents we have produced our own Curriculum to support your children's development from the start of their learning journey in Nursery to the end of their reception year. This supports a continuous and seamless transition to their Early Years Learning goals. **Please see our EYFS curriculum page for more information**
<https://www.stmichaelsaylsham.co.uk/curriculum/eyfs-overview/>

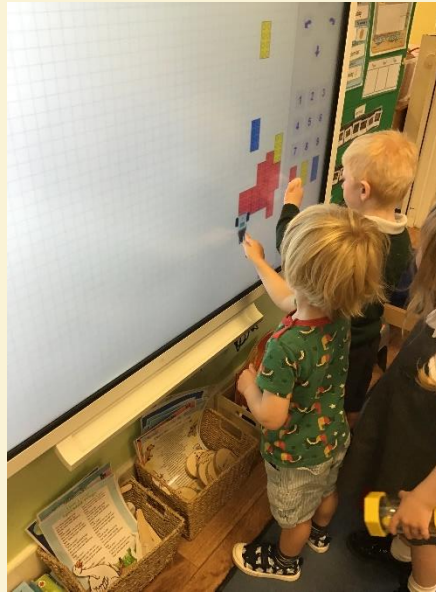
How do we learn in nursery?

EYFS

- The characteristics of effective learning are focused on HOW children learn rather than WHAT they learn.

PLAYING AND EXPLORING

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



ACTIVE LEARNING

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

CREATING AND CRITICAL THINKING

- Having their own ideas
- Make links between ideas
- Develop strategies for doing things



EYFS Framework

There are seven areas of learning and development.

Three 'prime areas' first.

Communication and Language

- Listening, Attention and Understanding
- Speaking



Physical Development

- Gross Motor Skills
- Fine Motor Skills

Personal, Social and Emotional Development.

- Self- Regulation
- Managing Self
- Building Relationships



Four 'specific' areas next.



Expressive Arts and Design

- Creating with materials
- Being Imaginative and Expressive



Literacy

- Comprehension
- Word Reading
- Writing

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World



Mathematics

- Numbers
- Numerical pattern



Learning through play inside





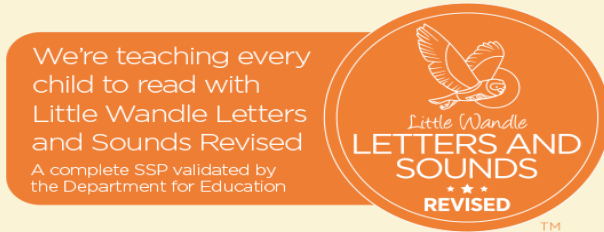
.....and outside.



Our daily routine

- ▶ 9am Children self register/ registration – *Please say goodbye to your child outside or in the entrance hall. This allows the children to settle for the day swiftly and ensures all the children's safety as they cannot wander out of the open door.*
- ▶ 9.15 Communication and Language Group
- ▶ 9.30 Child initiated play inside/outside
- ▶ 10.00 Fruit café children can choose to have snack at his time
- ▶ 11.45 Rhythm and Rhyme / Concept Cat
- ▶ 12.00 Lunch
- ▶ 1.00 Registration
- ▶ 1.15 Maths Group
- ▶ 1.30 Child initiated play inside/outside
- ▶ 2.40 Snack & Story
- ▶ 3pm Home

Foundations for phonics



We use engaging games to teach oral blending and phonemic awareness.

We support language development and a love of books through:

- sharing high-quality stories and poems with children
- learning a range of nursery rhymes and action rhymes
- activities that develop focused listening and attention, including oral blending
- attention to high-quality language with children

Foundation for phonics is taught through short fun activities within our group times and throughout children's play based on Little Wandle Letters & Sounds

- ▶ *Foundations for Phonics* contributes to the provision for 'Communication and language' and 'Literacy' (DfE, 2020)1; it should sit alongside a stimulating language-rich provision.
- ▶ *Foundations for Phonics* sets out the provision that should be in place to ensure children are prepared to begin grapheme-phoneme correspondence and blending at the start of Reception. The provision should include a balance of child-led and adult-led experiences.

Maths in nursery

Maths is taught through short fun activities planned based on our progression plans. We also support maths throughout our day, within play with open ended resources.

Our progressions plans are available on our school website

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery MATHS	<p>Cardinality and Counting – Saying number words in sequence (to 5, extending to 10) Recognising small quantities (up to 3) without needing to count them all (subitises)</p> <p>Comparison - Identifying where there are more than and less than</p> <p>Representing number-Introducing a range of images and objects representing numbers 1-3</p> <p>Pattern - Patterns in the environment Continuing AB patterns</p> <p>Shape and space- Developing spatial awareness: experiences different viewpoints</p> <p>Measure - Recognising attributes and using vocabulary to label e.g. big, small, long, short, high, heavy, full, empty</p>	<p>Cardinality and Counting – Tagging each object with one number word (focusing up to 3, then 5) Learning the last number gives the total so far</p> <p>Comparison - Identifying groups with the same number if things (groups up to 5) Comparing numbers and giving reasoning for choosing one group than the other (quantities up to 10)</p> <p>Representing number - Using fingers to represent numbers to 3 Experimenting with symbols and marks *Exploring coins play.</p> <p>Pattern - Coping AB patterns Makes AB patterns Spotting errors in an AB patterns</p> <p>Shape and space- Developing spatial vocabulary (in, on, under, up, down, across)</p> <p>Learning shape language - flat, round, straight, curvy, pointy, sides, corners</p> <p>Measure - Comparing amounts of continuous quantities</p>	<p>Cardinality and Counting – Saying number words in sequence (to 5, extending to 10) Recognising small quantities (up to 3) without needing to count them all (subitises)</p> <p>Comparison - Identifying where there are more than and less than</p> <p>Representing number-Introducing a range of images and objects representing numbers 1-3</p> <p>Pattern - Patterns in the environment Continuing AB patterns</p> <p>Shape and space- Developing spatial awareness: experiences different viewpoints</p> <p>Measure - Recognising attributes and using vocabulary to label e.g. big, small, long, short, high, heavy, full, empty</p>	<p>Cardinality and Counting – Tagging each object with one number word (focusing up to 3, then 5) Learning the last number gives the total so far</p> <p>Comparison - Identifying groups with the same number if things (groups up to 5) Comparing numbers and giving reasoning for choosing one group than the other (quantities up to 10)</p> <p>Representing number - Using fingers to represent numbers to 3 Experimenting with symbols and marks *Exploring coins play.</p> <p>Pattern - Coping AB patterns Makes AB patterns Spotting errors in an AB patterns</p> <p>Shape and space- Developing spatial vocabulary (in, on, under, up, down, across)</p> <p>Learning shape language - flat, round, straight, curvy, pointy, sides, corners</p> <p>Measure - Comparing amounts of continuous quantities</p>	<p>Cardinality and Counting – Saying number words in sequence (to 5, extending to 10) Recognising small quantities (up to 3) without needing to count them all (subitises)</p> <p>Comparison - Identifying where there are more than and less than</p> <p>Representing number-Introducing a range of images and objects representing numbers 1-3</p> <p>Pattern - Patterns in the environment Continuing AB patterns</p> <p>Shape and space- Developing spatial awareness: experiences different viewpoints</p> <p>Measure - Recognising attributes and using vocabulary to label e.g. big, small, long, short, high, heavy, full, empty</p>	<p>Cardinality and Counting – Tagging each object with one number word (focusing up to 3, then 5) Learning the last number gives the total so far</p> <p>Comparison - Identifying groups with the same number if things (groups up to 5) Comparing numbers and giving reasoning for choosing one group than the other (quantities up to 10)</p> <p>Representing number - Using fingers to represent numbers to 3 Experimenting with symbols and marks *Exploring coins play.</p> <p>Pattern - Coping AB patterns Makes AB patterns Spotting errors in an AB patterns</p> <p>Shape and space- Developing spatial vocabulary (in, on, under, up, down, across)</p> <p>Learning shape language - flat, round, straight, curvy, pointy, sides, corners</p> <p>Measure - Comparing amounts of continuous quantities</p>

Forest Schools

We have regular Forest School sessions. The children enjoy exploring, playing games, bug hunting, exploring the pond area and building dens. In Forest Schools we encourage independence, children achieve this by taking calculated risks by climbing trees, den building and using unfamiliar equipment with adult support and guidance to become confident learners.



Snack Bar and Lunch Time

- ▶ During the morning session the children are offered milk and a snack. They are able to have fruit and a drink of water or milk. If you would like your child to have milk, please register online at www.coolmilk.com.
- ▶ During the afternoon session, the children are offered fruit, water and milk if they didn't attend the morning session.
- ▶ If your child is staying for lunch, they will eat together in the snack room. Please note, we are unable to heat food.
- ▶ Please note: **WE ARE A NUT-FREE SCHOOL**



Partnership with Parents and Carers

To give your child the best start at school, it is important that parents/carers and staff always work together, sharing their knowledge of your child. The Nursery team are always available for a brief word in either the mornings or at the end of the day. If you have any concerns you wish to discuss please arrange a phone or face to face appointment at a confident time.

Throughout the school year we hold open evenings when you will be able to see your child's work and speak to the staff about their progress. During the year the Nursery children will take part in a Sports Day, a Christmas Nativity, Stay and Play Sessions as well as Family Learning Days. You will be invited to all these activities.

- Tapestry is one communication tool we can use together. We aim to send you 2-3 observations per term on your child's learning. It is also a way for you to let us know about your child's learning and achievements at home. We can also exchange messages and information through the memo section.
- Proud Clouds, to share your child's achievements with us.
- All about me book, for you to inform us of your children starting points when starting nursery

THESE ARE ALL IN YOUR WELCOME PACK

Funding and Sessions Times

- ▶ All children are entitled to 15 hours funding once they turn 3. These hours can be used on any day and are flexible to your requirements.
- ▶ The government will offer 30 hours funding to working parents. If both parents work the equivalent of 16 hours or more a week and earn under £100,000 a year they are entitled to 30 hours. If it is a single parent, only the parent they live with needs to work the equivalent of 16 or more hours.
- ▶ For more information on government funding you can visit <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>
- ▶ To access the 30 hours funding you must obtain an eligibility code the term before you need to use it and you must renew this code termly.
- ▶ If you are not eligible for the extra 15 hours a week funding you can pay for more sessions at £5 an hour (£15 per session).
- ▶ Morning Session 9am – 12pm
- ▶ Afternoon Sessions 12pm – 3pm
- ▶ Full Day Sessions 9am – 3pm
- ▶ If your child is attending our afternoon session they can join us for lunch at 12.

Information

- ▶ The safety of your child whilst at nursery is our top priority and therefore only persons authorised by you will be allowed to pick up your child. We will ask you to complete a 'Collection Form' to enable you to state exactly who is certified to collect your child.
- ▶ Medication/Allergies If your child has any allergies to certain foods, we ask you to inform us by filling out the Medical Information Form. If your child requires medication during the nursery day you will be asked to complete the Medication Permissions Form and detail the medication, the dosage and the times to be given. Staff members will ensure that your child receives the correct dosage of medication at the times stated. All medication is stored safely away from children. NB. In the event of a child contracting or being diagnosed with certain contagious illnesses e.g. chicken pox it will be necessary to 'exclude' them from nursery for the recommended period of time (in line with the Health Protection Agency Guidance) to ensure any contagious illness does not spread to other children or staff. Please contact us for advice on this if you are unsure of the recommended exclusion period.
- ▶ Bringing toys and comforters to nursery - some children need a little bit of home at nursery to help them feel secure, and this can help them settle. If your child needs a comfort blanket, soft toy or special beaker we encourage that it is kept in a bag on their peg and just brought out when needed.
- ▶ Bringing other toys to nursery can be difficult, as they can get mixed up with nursery's equipment so if your child wishes to bring a toy or book to nursery to show at carpet time or which relates to our topic we would also place this on a special shelf until it was needed.

Clothes for Acorn Class

Children do not need to wear school uniform in nursery but many children choose to. Please ensure any clothing they do wear is comfortable and suitable for messy play, and please name any clothing that your child wears.

Uniform

- ▶ Green jumper or cardigan. If you would like jumpers or cardigans with the St Michael's badge, they can be purchased from Kaye's in Red Lion Street.
- ▶ Grey or black trousers, skirt or dress, (or a green gingham summer dress) elasticated waist are best to support independence.
- ▶ White/Green polo t-shirt
- ▶ Closed toe shoes, that children can be independent putting on themselves

What you need to bring to nursery.

- ▶ Waterproof coat
- ▶ Wellington boots
- ▶ Bag with a full change of clothes
- ▶ Lunchbox, if staying all day
- ▶ Water bottle
- ▶ Sun or winter hats and gloves
- ▶ If required nappies and wipes.

It is really helpful for us if everything is clearly named.

Toileting

- ▶ We encourage children to be using the toilet independently before they attend nursery, although we are aware it's not always possible for every child. Please come and discuss any of your child's toileting needs and hopefully we can work in partnership together to help your child to become independent.
- ▶ Please ensure your child is TOILET-TRAINED, ready for Nursery. What does that mean?
- ▶ Can pull down their own clothes and pants and sit on the toilet.
- ▶ Can wipe themselves (we can help with poo, if needed!)
- ▶ Can get on/off the toilet by themselves – we have very small toilets
- ▶ They won't be in trouble if they have an accident! This is perfectly normal.
- ▶ We will discourage the use of nappies or pull ups during their nursery session.
- ▶ For advice and tips please visit <https://www.justonenorfolk.nhs.uk/child-development-additional-needs/toileting/toileting-advice/>

There are lots of ways you can help your child get ready for nursery

- ▶ Enjoy story time with your child - this is a great way for children to learn the structure of stories and new vocabulary
- ▶ Play games with your child, this is a great way to teach your child the skill of taking turns and following instructions, such as to collect or put things away
- ▶ Encourage your child to help with cooking, this is a great way to incorporate maths into your daily routine
- ▶ Encourage your child to be independent, putting on own coat, shoes, using the toilet and washing hands
- ▶ Asking simple questions and talking in sentences
- ▶ Holding and using pencils, crayons or paintbrushes to make marks
- ▶ Moving in different ways, such as hopping, jumping and running
- ▶ Saying number names in order to five;
- ▶ Playing counting and number games;
- ▶ Talking about people who are special to you and special occasions for your family
- ▶ Talking about what you see in the world around you
- ▶ Creating sounds and singing songs;
- ▶ Playing make-believe games by pretending.
- ▶ What to expect in the Early Years Foundation Stage a guide for parent, is a useful document to help parent/carers understand children's development, with ideas and other resources you can use at home to work together to help your child reach their full potential in their learning journey at Nursery. This is available on our website, under EYFS.



School Contact Information

- ▶ St Michael's Church of England, VA Primary & Nursery School
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Tel/Fax: 01263 732260
- ▶ Headteacher: Mr John Neenan
Email: head@st-michaelsaylsham.norfolk.sch.uk
- ▶ Email: office@st-michaelsaylsham.norfolk.sch.uk
- ▶ Website: www.st-michaelsaylsham.co.uk



▶ We look forward to
welcoming you all in
September.