



Foundation Stage 1

Sweet Peas Class

Welcome Meeting



Staff

Sweet Peas Class

Nursery Lead: Mrs McGrath



The Bluebell Class

- **The Bluebell Nursery Class aims to provide a happy, safe and stimulating environment for each child.**
- **We aim to develop good relationships with parents and carers in order to support and enhance the educational opportunities for each child.**
- **We aim to develop each child's confidence and independence and develop a love for learning.**
- **We offer:**
 - Engaging, stimulating and challenging activities
 - The opportunity to be part of the whole school. In the Spring Term, we will attend whole school assemblies, singing assemblies and each day we join the Foundation 2 Classes in our fantastic outdoor provision
 - Parent reading mornings, trips and library visits, sports days
 - On-site childcare, before and after school which is provided by The Lime Trees



The Early Years Curriculum

Our topics for the year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics 2022-2023	All About Me	Heroes and Celebrations	Dinosaurs	Minibeasts	Changes and Growing	Under the Sea/Pirates

[Early Years Foundation Stage \(EYFS\) Statutory Framework - GOV.UK](https://www.gov.uk/guidance/early-years-foundation-stage-eyfs-statutory-framework)
(www.gov.uk)

Children in our Nursery follow the Early Years Foundation Stage which consists of seven areas of learning. We teach children by ensuring challenging, playful opportunities across both the prime and specific areas of learning.

In our Nursery Class, we have a main focus on the Prime Areas but we also focus on the Specific Areas. Communication and language are particularly important, as communication skills help your child to understand and interact with adults and their friends. Independence skills and an awareness of how to be healthy are also crucial. We take part in the Brushing Buddies programme, where your child will brush their teeth at school to promote their oral hygiene.



The Prime Areas

PRIME AREAS		
<p>Communication and Language</p> <ul style="list-style-type: none"> • Join in with a range of songs and rhymes • Enjoy listening to a range of stories and develop their story telling language as they retell/ re-enact familiar stories • Understand a question or instruction that has two parts • Learn to speak with confidence during circle/carpet time sessions • Use longer sentences of four to six words • Be able to express a point of view • Respond to instructions and directions • Begin to understand to why and how questions • Learn new vocabulary related to topics and interests • Start to use connectives – and, because • Use to talk to talk about what has happened or to explain their ideas and in their imaginative play • Learn to use questions to find out more information 	<p>Physical Development</p> <ul style="list-style-type: none"> • Go upstairs and steps or climb using alternate feet • Collaborate with others to manage large items etc. • Take part in discussion over safety • Use large movements eg. Streamers etc. (shoulder pivot) • Develop movement including use of bikes, scooters etc. • Skip, hop, stand on one leg – games • Balls skills (kicking, throwing, catching) • Show a preference for a dominant hand • Use a comfortable grip with good control • Develop an awareness of how to look after themselves and be healthy • Start to eat independently with a knife and fork • Learn to get ready for outdoor play (putting on/taking off their coat and footwear) • Learn to confidently move in a range of different ways (hopping, skipping, jumping) • Build up confidence when balancing • Develop their confidence when mark making, holding tools appropriately and forming some familiar letters (write their name) 	<p>Personal, Social and Emotional * Development</p> <ul style="list-style-type: none"> • Talk about their feelings using appropriate words eg happy, sad, etc. • Begin to understand how others might be feeling • Begin to show 'effortful control' eg. Wait for a turn, resisting the impulse to grab • Select and use resources to achieve a short-term goal • Sharing their space and resources with others • Find own solutions to conflicts • Develop appropriate ways to be assertive • Increasingly follow rules independently • Build relationships with staff and children • Become familiar with the environment • Develop their own interests and preferences • Learn to use the toilet independently, zip up coat and other self-help skills • Learn to handle changes in the usual routines and new situations

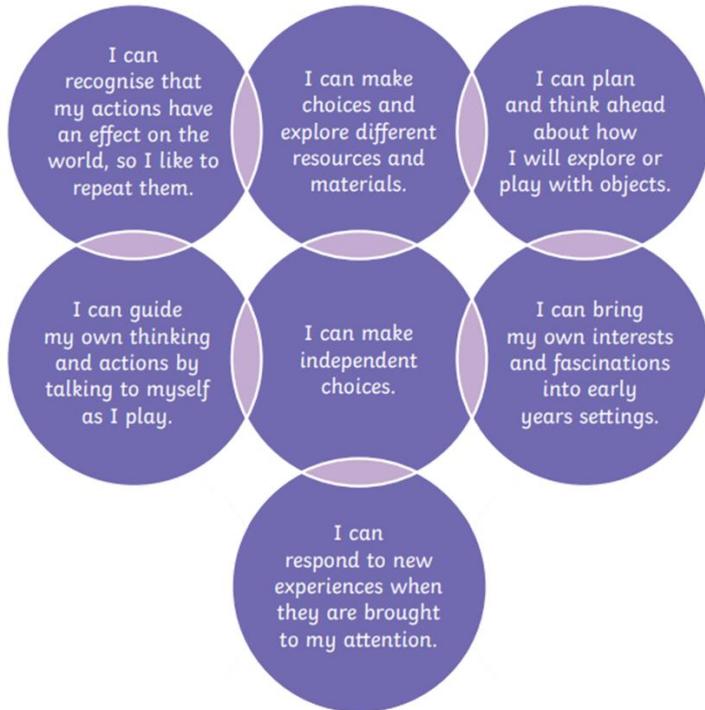
The Specific Areas

SPECIFIC AREAS			
Literacy <ul style="list-style-type: none">• Take part in daily Phase One Phonics sessions• Build up their knowledge of rhymes and songs• Develop an awareness of rhyming and alliteration• Take care of books, turn the pages carefully• Develop a love of reading and show an interest in a range of quality fiction/non-fiction books• Use illustrations and storytelling language to retell stories• Talk about what happens next in a story• Take part in a range of mark making opportunities• Give meaning to marks and their drawings• Form some recognisable marks/letters ie letters from their name• Spot print in the environment and give meaning to what they see	Mathematics <ul style="list-style-type: none">• Take part in finger rhymes with numbers• Show 'finger numbers to 5'• Sort objects by colour, size, shape etc.• Fast recognition of up to 3 objects – subitise to 3• Say one number for each item• Recite numbers past 5• Talk about and identify patterns• Extend and create patterns• Notice errors in patterns• Compare objects relating to size, weight, length and capacity• Compare quantities using vocabulary: more, less, fewer, same• Name 2D shapes, talk about them and notice them in the environment• Use shapes in their construction/models• Understand position (under, over etc.)	Understanding the World <ul style="list-style-type: none">• Begin to make sense of their own life story and family history• Show an interest in different occupations• Explore collections of materials with similar and or different properties• Continue to develop positive attitudes about the differences between people• Know that there are different countries in the world and talk about differences they have experienced or seen in photos• Understand the key features of the lifecycle of a plant, humans and animals• Talk about the differences between materials and the changes they notice	Expressive Arts and Design <ul style="list-style-type: none">• Explore materials freely and think about what they would like to make• Draw with increasing complexity and detail• Join materials together• Begin to develop complex stories through small world and role play• Develop imaginative play• Make imaginative small world set ups• Remember and sing songs• Create their own songs• Sing the pitch and melodic shape• Play instruments with increasing control to express feelings and ideas• Develop storylines in their pretend play based on their own ideas or first-hand experiences

Characteristics of Effective Learning

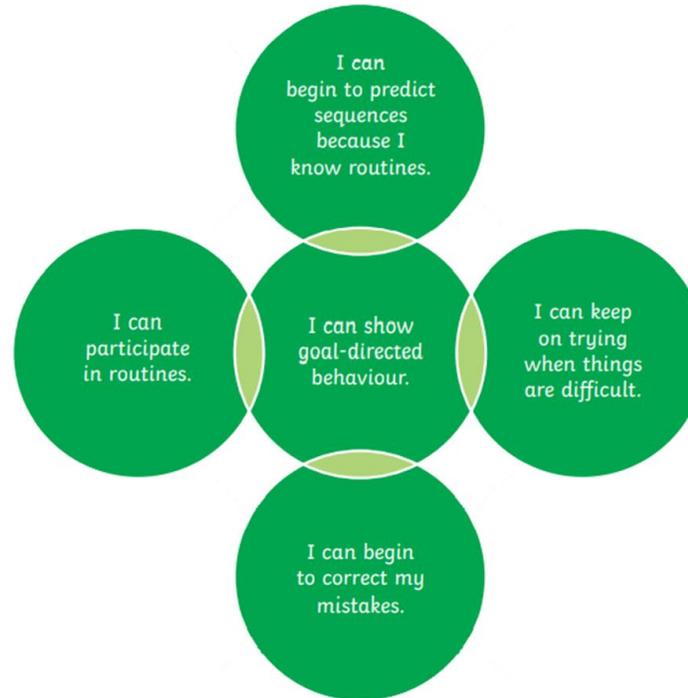
Playing and Exploring

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



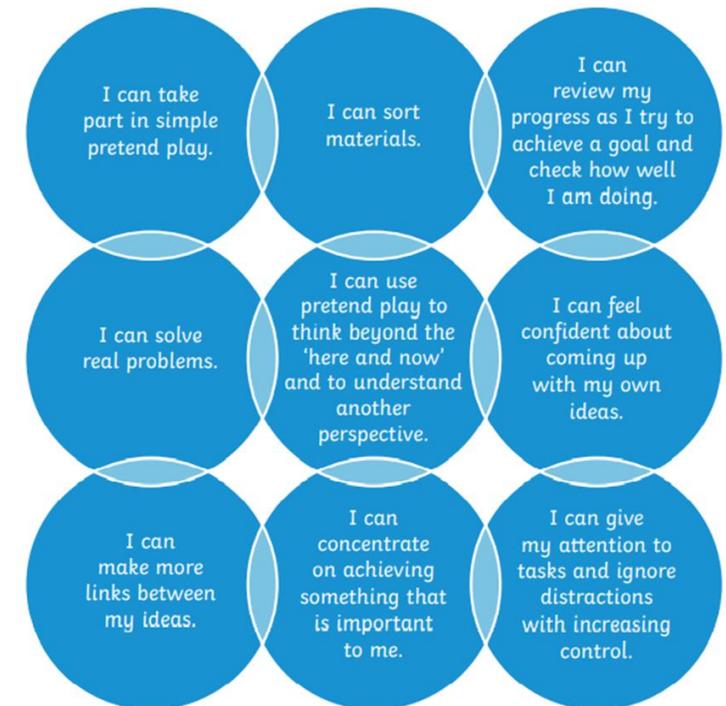
Active Learning

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



Creating and Thinking Critically

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



How do we ensure progress?

We assess the children

We assess each child over the first weeks as they settle into the Nursery Class and note their strengths and areas which need support. We continue this process throughout the year. We use the 'Development Matters' document as a guide to support our assessments. [Early years foundation stage \(EYFS\) statutory framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270272/Early_years_foundation_stage_(EYFS)_statutory_framework_-_GOV.UK.pdf)

Observations

We carry out observations on children that help to ensure each child is making progress and also identify any area of need which may require more support. These may be formally written observations or conversations with the Nursery Staff.

We continually observe the children in their play or in our adult-led activities. During these interactions, we play alongside them to help them to develop their communication and understanding. Through high quality questioning, challenging and open-ended questions, we support the children to extend their thinking and their ideas and to move their learning forward.

We keep a record of children's progress and experiences in their Learning Journey, as well as a our Class Floor books.

How do we ensure progress?

Sharing your child's progress

Working with parents and carers is vital. We have regular communication with parents, in the morning, at pick-up, through formal Parents meetings, and our end of the year Reports. Weekly, we provide an outline of the experiences your child has participated in which can be viewed on our Class Blog page on the John Clifford website. [EYFS - John Clifford School](#)

Each term, we also provide the Curriculum Map for each topic, so that you can be involved in your child's learning.

We also welcome you to come in and share your child's Learning Journey throughout the year.

The Autumn Term

<p><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> Support children to separate from main carer with encouragement. Help them feel secure and settled within the nursery setting Help children to build relationships with staff and each other Encourage children to express their own needs <i>i.e.</i> helping themselves to their drink bottles Encourage children to respond to appropriate boundaries 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> Develop fine motor skills through mark making and resources (peg boards, threading etc) Encourage the children to explore the outdoor area and a range of equipment Encourage children to balance blocks and create simple structures Encourage independence in self-care <i>i.e.</i> supporting putting on coats, shoes and washing own hands Taking part in Brushing Buddies programme Try a range of fruit 	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> Begin to join in with songs and rhymes Develop confidence to speak during circle/carpet times Understand and act on simple instructions <i>e.g.</i> Find your coat, wash your hands Listen to songs and rhymes and respond by joining in Develop conversational skills with other children and adults Learn and use a range of vocabulary
<p><u>Literacy</u></p> <ul style="list-style-type: none"> Recognise own name Notice print around them (logos etc) Encourage enjoyment of books Handle books with care Begin to listen to stories and comment on what they see and hear Join in with familiar actions, rhymes and songs Experiment with a range of mark making materials Take part in daily Phase One phonics activities 	<p>Autumn 1</p> <p>All About Me</p>	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> Learning a range of number rhymes Counting by rote Using 2D shapes and colours to create pictures Recognising and naming colours Sorting objects by colour, type and size Matching objects which are the same Notice similarities and differences in objects Notice differences between sets when the difference is greater
<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> Begin to show an interest in others Begin to talk about their families and their festivals and celebrations Enjoy playing with small world activities <i>i.e.</i> train track, farm animals etc. Children to explore the changing weather and nature found in the Foundation garden Participating in cooking activities 	<p><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> Explore a range of sensory experiences Introduce new songs and rhymes Encourage children to join in with familiar songs and actions Build simple models using construction resources <i>e.g.</i> blocks, Duplo etc. Begin to develop their <u>make believe</u> play Explore a range of materials and media Exploring colours – mixing colours and adding tints 	

Our Day

Bluebell Class Timetable (This timetable is flexible)	
8.50 am	Morning Circle – Registration & calendar
8.55 am	Phonics
9.05 am	Brushing Buddies
9.15 am	Adult led activities/ <u>child initiated</u> learning
10.00 am	Milk Fruit/ chat time/ story
10:30 am	Child initiated learning outside
11.15 am	Maths carpet activities
11.30 am	Nursery Rhymes/get ready to go home
11.50am	Morning session children go home
Full day session children LUNCH	
12.25 pm	Afternoon session arrival
12.30 pm	Circle time – Registration
12.40 pm	Phonics/ adult led language activities
12.50 pm	Brushing Buddies
12.55 pm	Adult led activities/ <u>child initiated</u> learning
1.30 pm	Milk Fruit/ chat time/ story
1.45 pm	Child initiated learning outside
2.55 pm	Maths carpet activities
3.10 pm	Nursery Rhymes/get ready to go home
3.25 pm	Morning session children go home



Free fruit
snack and milk

Sign up on
coolmilk.com
website

Cool Milk

What your child should bring to school?

- **Waterproof coat (with a hood)**
- **School bag (large enough for a large story book and Communication Diary)**
- **Spare clothes (to be kept in their drawer at school)**
- **Wellies**
- **Water bottle (water only)**
- **Sun hat and gloves**
- **Outdoor learning clothes**
- **Suncream (to be applied at home before school)**

We learn through play in Foundation Stage 1 and love to explore outside and in the paint and water areas. Please don't dress your child in their best clothes as they may get muddy and a little covered in paint.

Please send your child to school in clothes with an elasticated waist as it helps with their independence skills when using the toilet.

Shoes with Velcro fasteners if possible (no open toe sandals please or Croc style rubber shoes).

The Nursery Sessions

Morning session:

8.50am to 11.50am

Afternoon session:

12.25pm to 3.25pm

All day session (30 hours):

8.50am to 3.25pm

Lunchtime supervision is charged at £3.50

(your child must bring a healthy school lunch –

**** NO NUT PRODUCTS, SWEETS OR JUICE/FIZZY DRINKS PLEASE)**

Please inform your child's teacher or phone the School Office if someone different is picking your child up from Nursery.



REMEMBER



-
- **Please label your child's belongings**
 - **Make sure that your child brings a set of spare clothes in a labelled bag on their first day of Nursery (socks, underwear, trousers/skirt, top)**
 - **It is important to ensure all staff are aware if your child has any allergies, medical concerns or dietary restrictions**
 - **ONLY WATER in drink bottle – no juice or fizzy/flavoured waters please**

Help your child to be nursery ready by practising:

- Putting own coat on and pulling up their zip
- Develop their independence – practise dressing/undressing, doing fastenings, carrying their backpack
- Going to the toilet, flushing and washing hands
- Reading stories together
- Playing games to learn to share and take turns
- Listening to grown ups and understanding simple instructions
- Practise getting changed for school
- Tidying up and looking after belongings



Dates

Home Visits - **Thursday 1st September**

Sessions start – **Monday 5th September
2022**

Any questions please ask or contact the School Office 😊

