

# What's in your bag?

## Nursery



1 full set of spare clothes  
Accidents will happen!

Home link  
book

## Reception



Home Link book Reading book  
Every day

Swimming  
Every Tuesday

Costume & towel



# Welcome to Early Years at



# Meet the team

We are very fortunate at Our Lady and St Anne's to have a Nursery and a Reception in our Early Years. Nursery is available for all children following their 3<sup>rd</sup> birthday provided spaces are available. Additional sessions are available after the autumn half term and are charged at £10 a half day (£20 a full day). Payment should be made via our online Parent Pay system.



Mrs Milligan  
Nursery  
Class Teacher



Mrs Higgins  
Nursery  
Teaching Assistant



Mrs Curry  
Nursery  
Nursery Nurse



Miss McAnespie  
Nursery  
Teaching Assistant



Mr Marshall  
Art  
Teaching Assistant



Miss Justice  
Reception  
Class Teacher



Ms Khanom  
Reception  
Nursery Nurse



Miss Mackell  
Reception  
Teaching Assistant



Miss Thompson  
EAL Support



Mr Miller  
Music Teacher



Mr O'Brien  
Headteacher



Mrs Beasley  
Assistant Head  
Early Years &  
KS1 Leader



Mrs Baker  
Assistant Head  
KS2 Leader



Mrs Clennell  
Business Manager



Mrs McAulity  
Office  
Administrator

# What to wear?

"I love learning with paint and glue. I do wear an apron but sometimes I have accidents. Please do not worry if I get some on my uniform!"

"Please label all of my clothes, coats and bags so I don't lose anything."

"Keep me safe in school by not letting me wear jewellery."



"I love elasticated waists - so easy to pull up and down for the toilet and to allow me to get dressed by myself."

"I can't undo buckles and belts yet. Buckles make it difficult for me when I go to the toilet."

"I like running and playing outside. I need to wear shoes suitable for playing outside."

"Velcro fastenings on my shoes are brilliant. I can put my shoes on by myself and I will not trip up on loose laces."

"I will get wet, dirty and messy. This is all part of my learning."

*"Please help me to be independent and safe."*

# A day in Early Years

## Nursery

9:00 – Settling in and free play  
9:45 – Carpet time  
10:00 – Snack time  
11:30 – Wash hands  
11:45 – Lunch  
13:00 – Carpet time  
13:15 – Free play  
14: 40 – Story time  
15:00 – Home time

## Reception

8:55 – School begins  
9:00 – Phonics  
9:30 – Free play  
11:20 – Mathematics  
11:50 – Wash hands and Lunch  
13:00 – Story time / Directed task  
13:30 – Free Play  
14:30 – RE / Prayers / Song time  
15:00 – Home time



School dinners are available for every child. For all children in Reception Class, school dinners are free. Nursery children, however, have to pay (£2.00 a day) unless you are eligible for Free School Meals. Please complete a Free School Meals form in order to claim.

To continue the partnership between home and school, every child has a Home Link Book. This book is used to send messages and learning from school to home as well as from home into school.



We are always available to answer any queries or concerns that you might have regarding your child. Please talk to a member of our Early Years team.

# Our Philosophy

This is a very exciting time for you and your child as they begin their journey at Our Lady and St Anne's. We value your part in the education of your child and thank you for the work you have already done in teaching your child before s/he arrives in school.

Our aim is to give your child a happy and secure start to their school career, building the skills needed for the foundations of life long learning. We believe in play based learning following the children's interests and begin with what they know in order to develop them further. We encourage children to be curious and provide them with the experiences needed to explore and understand things. We aim to develop your child to have a love of learning and to become resilient people so they can achieve their highest potential.

## The Early Years Curriculum

Children follow a curriculum based on the Early Learning Goals which develop the children's skills and knowledge and prepares them for the more formal stages of learning in Key Stage 1.

The prime areas consist of Personal, Social and Emotional Development, Physical Development and Communication and Language. These areas are fundamental throughout the Early Years and are the key to a good start for all children. The prime areas begin to develop quickly in response to relationships and experiences. Once prime areas are developed, children are then able to learn through specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. Specific areas include essential skills and knowledge for children to participate successfully in society.

At Our Lady and St Anne's, we provide a learning environment which allows children to progress across all areas of the curriculum. Children have access to indoor and outdoor spaces and are able to learn according to their individual needs. Adults build strong relationships with the children and guide their learning through their play. Adult led activities are used alongside to teach skills when necessary using a range of individual, group and whole class teaching. As the children progress through the Early Years, more structure and adult led teaching will occur in order to prepare them for the transition into Year 1.

# How can you help me with my learning in Nursery?

## Communication and Language

### Listening and attention

- Play listening games with me like "Simon Says...." Where I have to copy an action or "Ready, Steady, Go" where I have to wait to push the ball or car.
- Make up silly sentences with me where each word begins with the same sound as at the start of my name.

### Speaking

- Talk to me about things we did or places that we went to yesterday.

### Understanding

- When I'm helping you to make the lunch, ask me questions like "What do I need to cut the apple?" or "What do I need to pour your milk / water into?" so that I can find you the thing we need.
- When we're tidying up give me simple instructions like "Put your shoes in the basket" or "Put the remote control on the sofa."

## Physical Development

### Moving and handling

- Let me practice using children's scissors to cut dough, cooked spaghetti or paper.
- Make an obstacle course in the park or garden where I have to run around benches or chairs, crawl under a blanket and crawl through a cardboard box.

### Health and self care

- Make sure I brush my teeth twice a day.

## Expressive Arts and Design

### Exploring and using media and materials

- Let me use my paints to mix up my own colours.

### Being imaginative

- Help me to use some of my toys to make up a story.
- Give me pieces of material to make a cape or a big cardboard box to make a spaceship when I'm pretending to be somebody else or going on an adventure.



## Personal, Social and Emotional Development

### Making relationships

- Let me build things with my friends using big cardboard boxes and pieces of fabric.

### Self confidence and self awareness

- Let me help you match the socks together.

### Managing feelings and behaviour

- Let me dress up and pretend to be a nurse, doctor, firefighter, mum or dad.
- Explain to me why I cannot do things like run around the supermarket.

## Mathematics

### Numbers

- Make a train shed with numbers on so that I can match my trains into the shed with the same number on.
- Put numbers on a skittles game made from plastic bottles. Ask me what number was on the bottle I knocked down.

### Shape, space and measure

- Let me build from cardboard boxes or wooden bricks. Use words like "long" or "tall" to describe my model.
- Go on a shape walk inside or outside to find things which are the same like "circles" or "spheres".

## Literacy

### Reading

- Set up a pretend shop where I can read the labels on the packets and boxes.
- Read a recipe to me as we're making dough.

### Writing

- Tell me what you're writing as you write a shopping list.
- Make a name card for my bedroom door or a placemat with my name on. Let me use these to help me try to write my name by myself.

## Understanding the World

### People and communities

- Take me out to different places where we live, like the fire station or the library.

### The world

- Let me explore mud, rain or snow.
- Plant seeds with me in a pot or in the garden.

### Technology

- Let me press buttons, like on the pelican crossing or the doorbell at our friend's house, to see what happens.

# How can you help me with my learning in Reception?

## Communication and Language

### Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

### Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

### Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

## Physical Development

### Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.
- Get me to thread plastic bottle tops with holes onto string or shoe laces.

### Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.

## Personal, Social and Emotional Development

### Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

### Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

### Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.



## Literacy

### Reading

- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you jump?" or "Can you h-o-p?" and I have to put the sounds of the word together and show you the action.

### Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

## Understanding the World

### People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

### The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

### Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.

## Mathematics

### Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

### Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

## Expressive Arts and Design

### Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

### Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.