

Woodford Green Primary School



Nursery

Information Handbook for Parents 2020 -2021

Welcome to your child's year book.

We trust that you find this booklet helpful and informative as your child progresses through this academic year.

Woodford Green Primary school acknowledges its duties under the **Equality Act 2010**. We are committed to:

- Eliminating unlawful discrimination against pupils because of their sex, race, disability, religion or belief or sexual orientation.

Woodford Green Primary school welcomes respects and values a wealth of experience its diverse community brings to all staff, pupils, parents, governors and Trustees

Diary dates - Autumn Term			
<p>(1) 31/8/20 2nd INSET day 3rd INSET day 4th Children Start (8.55am)</p>	<p>(2) 7/09/20 Election for New Parent Council members – letters sent out 11th “Dahlicious” Roald Dahl Day (children dress as a Roald Dahl book character or wear yellow, £1 donation for Roald Dahl’s Charity) 11th Coffee morning – online meeting with new parents</p>	<p>(3) 14/09/20 Election for Parent Council 18th Jeans for Genes (Children wear jeans with school jumpers and bring £1 to support charity)</p>	<p>(4) 21/09/20 24th R, Y2, Y6 Parents meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email) 25th World’s Biggest Coffee morning – MacMillan Cancer Support (Bring donations of cakes– Book and collect a selection of selection of cakes)</p>
<p>(5) 28/09/20 Harvest Assembly (Classroom assemblies) – Soup kitchen donation 28th Sept – 22nd Oct – Caught Reading: (Children are set a target to be caught reading as many books they can over October and send in pictures) 30th Questionnaires to Parents 1st Y1, Y5 Parent’s meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email) 2nd Phonics Coffee morning – online meeting. Details to be shared via email (9am-10am) 3rd LGB Training Day – Online meeting</p>	<p>(6) 05/10/20 Black History month begins Walk to school month begins Debating challenge – heats in classes 7th LGB meeting 8th Y3, Y4 Parent’s meetings (6-7pm parents with children in these classes are expected to attend this online meeting. Details will be shared via email)</p>	<p>(7) 12/10/20 One-page profile meetings with SEND parents (online meetings) 13th Debating semi-finals – inter-class 15th Parent Council (9:15 – 10:30) Terms of reference/ aim for the year (meeting access details to follow) 16th New Reception parents open day (21/22 intake) – online presentation followed by small group visits</p>	<p>(8) 19/10/20 One-page Profile meetings with SEND parents (online meeting) 20th KS2 interschool champions league debate (online) 22nd Parents Evening (3.30pm-7:30pm) – online meeting with parents 22nd Reading Challenge hand in 22nd Wear it Pink – fundraising for breast cancer awareness. Bring in £1 donation for this worthy cause. 23rd INSET day 26/10/20 Half term</p>

Procedures

Starting Nursery

We value the different experiences that children bring with them to the Nursery and plan to build on their interests and needs. We teach a topic based curriculum linked to the seven areas of learning set out in the Early Years curriculum. Children are encouraged to learn through play and are provided with a range of stimulating experiences. We aim for all children to settle into the nursery quickly and happily and work closely with parents to ensure a smooth transition.

We encourage parents to join their child on the first day at nursery, where they will have the opportunity to meet the key workers and support their child in learning the new routines and familiarising with the new setting. We will also ask you to complete an initial 'on entry' assessment and a medical form.

On the second day, the parents are invited join their child in the morning greeting and register and are then asked to leave the child for ten minutes to allow them to settle. Once settled, the parents may leave the child for the duration of the session. The nursery staff will be there to support you and your child in this transition and will be able to answer any queries that you have. Please do not hesitate to ask one of our staff if you have any questions or concerns.

Parent Council

The Parent Council is a group of parents consisting of 2representative from each year group at Woodford Green who meet up twice a term to look at standards across the school. The findings are fed in to the local governing body. Each session the parent council triangulates standards by observing student workbooks, learning in the classroom and school data. Each year we look for new parents to join us from the reception classes. If you are interested in joining the parent council, please contact the school office. Please note that these meetings are likely to be virtual this academic year.

Information for Parents

Your child's 'special book' celebrates his/her experiences over their time in the nursery. It will show the journey in their learning, the friends that they have made and the activities that they enjoy doing.

Your child will have a designated Key Worker who will observe them closely during play and guided activities. These observations will inform future planning of activities that will support your child's developmental needs and requirements. We will collect evidence of your child's development in their 'Special book' in order to track their progress made. Although the book usually stays at school, it belongs to your child and it is available to you to view and discuss with your child. Inside the 'special book' we include:-

- **Photographs** capturing moments in your child's learning, their interests and explorations. We will annotate what they say about their experiences
- **Observations** – these are quick notes of learning that has happened
- **Collections of work** – these are all the creations that your children have made with an observation to explain what your child said or did.
- **Extended Observations** – detailed observations that give a snapshot of learning that children have initiated themselves with an annotation of how to respond to meet the child's needs

We want to work in partnership with you so please share with your child's key worker any developmental progress you have witnessed at home. So much happens so quickly! We can share the excitement and pleasure in their learning together.

The Nursery Curriculum is based around the 7 areas of learning

Personal, Social and Emotional Development

Children build relationships with adults and other children and develop their confidence in new situations. They learn to respond to instructions and develop interest in all aspects of learning within their setting. They develop their ability to concentrate and work independently and extend their self-help skills. They further their understanding of right and wrong while learning to behave and care for others. Through a variety of experiences children are able to learn about their own emotional responses in a safe and secure environment.

Physical Development

Children develop their physical independence skills. They develop confidence and control in their hand/eye co-ordination and large movements such as using a paintbrush to 'wash' large areas like walls or playing on large equipment. They develop their awareness of space and safety. They are encouraged to develop an understanding of the importance of keeping healthy. Outdoor play is essential for good development.

Communication and Language

Children develop their speaking and listening skills. They take part in role play situations and develop imaginative play. They develop early literacy skills such as re-telling events or stories and handling and talking about books. Children increase their attention span through structured play activities.

Literacy

Children listen to stories and learn phonics for reading. They are encouraged to make marks which convey meaning to themselves and sometimes to others and develop their independence in doing this.

Mathematics

Children undertake activities that will develop their mathematical understanding and enable them to solve practical problems involving shape, space and measurement. They begin to use and understand mathematical language e.g. size and position. They are encouraged to take part in counting experiences often through rhyme and number songs. They develop their understanding of pattern through observation and meaningful activities.

Understanding the World

Children are encouraged to take an interest in different places around them and events in their lives to help them learn about the sequence of time and the past. They learn appropriate use of tools and techniques and develop understanding of different materials and through exploring living and non-living things talk about what they see, hear, smell, touch and taste. They experience Computing through equipment such as walkie talkies, telephones, cameras and computers.

Expressive Art and Design

Children are encouraged to show an interest in their environment through the arts. They work with a range of materials to develop expression and detail using all their senses. They listen and respond to music and use musical instruments. They take part in dance, role-play and imaginative play.

Communication, Language and Literacy

Ideas to Support your children

Taken from Sounds and Letters: Phonics information for parents and carers with children in reception classes, The National Strategies (2009)

Speaking and Listening

Make time to listen to your child talking – as you meet them from school, as you go home, in the supermarket as you shop, at meal times, bath times, and bedtimes – any time!

Switch off the TV, radio and mobile phones – and really listen!

Show that you are interested in what they are talking about – look at your child, smile, nod your head, ask a question or make a response to show that you really have been listening.

Make a collection of different toy creatures – for example, a duck, a snake, an alien, say the sound it might make as you play together.

Listen at home – Listen to the sounds around the home. Can your child tell you what sounds they heard, in the order in which they heard them?

Play-a-tune – and follow me! Make or buy some simple shakers, drums and beaters, then play a simple tune and ask your child to copy. Have fun!

Use puppets and toys to make up stories or retell known ones. Record your child telling the story and play it back to them.

Writing

Magnetic letters -Buy magnetic letters for your fridge, or for use with a tin tray. Find out which letters have been taught – have fun finding these with your child and place them on the magnetic surface.

Making little words together -Make little words together, for example, *it, up, am, and, top, dig, run, met, pick*. As you select the letters, say them aloud: ‘*a-m – am*’, ‘*m-e-t – met*’.

Breaking words up -Now do it the other way around: read the word, break the word up and move the letters away, saying: ‘*met – m-e-t*’.

Don't forget the writing box!

Spelling is harder than reading words – praise, don't criticise. Little whiteboards and pens, and magic boards, are a good way for children to try out spellings and practise their handwriting.

Reading

Read in short friendly sessions (10-15 min a day) – full of praise and encouragement.

Make it a relaxed and enjoyable time.

Handle books in a caring way.

Practice reading using picture clues.

Ask questions about the cover, the book and the pictures. What might happen next?

After the children have heard the story several times, they will retell it from memory.

Teach lots of nursery rhymes – each one tells a different story.

Enjoy and share books together – make sure your child can read the print and see the pictures. Buy or borrow books that will fire their imagination and interest. Read and reread those they love best.

Make time to read with your child throughout their time in school – **PLEASE** continue reading to your child, even when they are reading independently. This is very important – your child needs to practise their reading skills every day, and needs the support of an interested adult. Grandparents, older brothers or sisters can help, too.

Let them see you reading – grown-ups can share their magazines about their favourite sport or hobby.

Read with your child – ask your child to attempt unknown words, using their phonic skills and knowledge. Make sure they **blend** all through the word.

Talk about the meaning of the book, too – take time to talk about what is happening in the book, or things that they found really interesting in an information book. Discuss the cover, characters and important events. Ask them their views.

Explain the meaning of words (*vocabulary*) that your child can read but may not understand, for example, *flapped, roared*.

Teach your child some action rhymes – 'Heads, shoulders, knees and toes', 'Here we go round the mulberry bush', 'We all clap hands together'. Use CDs of nursery rhymes to sing along to.

Read simple rhyming books together – leave out a rhyming word now and then, and see if your child can work out the missing word. If not, you say it.

Borrow or buy the best books you can to share with your child. Libraries and bookshops can advise you of the most popular books.

Add sound effects when reading a story and encourage your child to join in.

One Hundred High Frequency Words

1. the
2. and
3. a
4. to
5. said
6. in
7. he
8. I
9. of
10. it
11. was
12. you
13. they
14. on
15. she
16. is
17. for
18. at
19. his
20. but
21. that
22. with
23. all
24. we
25. can
26. are
27. up
28. had
29. my
30. her
31. what
32. there
33. out
34. this
35. have
36. went
37. be
38. like
39. some
40. so
41. not
42. then
43. were
44. go
45. little
46. as
47. no
48. mum
49. one
50. them
51. do
52. me
53. down
54. dad
55. big
56. when
57. it's
58. see
59. looked
60. very
61. look
62. don't
63. come
64. will
65. into
66. back
67. from
68. children
69. him
70. Mr
71. get
72. just
73. now
74. came
75. oh
76. about
77. got
78. their
79. people
80. your
81. put
82. could
83. house
84. old
85. too
86. by
87. day
88. made
89. time
90. I'm
91. if
92. help
93. Mrs
94. called
95. here
96. off
97. asked
98. saw
99. make
100. an

Mathematical Development

Ideas to Support your children

This area covers number work, shape, space and measure. It is approached through practical activities that use and develop the language needed for mathematical understanding. This progresses to the numeracy strategy in Year 1.

Number

Can you find me 3 big potatoes?
How many more plates do I need?
Is there a bigger tray?

Rhymes and Games

See the rhymes attached to support counting. Sing them together.

Count up to 20
Count 10 objects
Recognise the written numbers 1-9
Use words to compare things – heavies, lighter. Bigger, smaller etc
Find one more than, one less than
Name the shapes
How many shapes can you see when out?
Use words to describe where things are – under, below, over etc

Our School e-Safety Rules: Early Years and Key Stage 1:

All pupils use computer facilities including Internet access as an essential part of learning, as required by the National Curriculum. Both pupils and their parents/carers are asked to sign to show that the e-Safety Rules have been understood and agreed.

Think then Click

These rules help us to stay safe on the Internet



We only use the internet when an adult is with us

We can click on the buttons or links when we know what they do.



We can search the Internet with an adult.

We always ask if we get lost on the Internet.



We can send and open emails together.

We can write polite and friendly emails to people that we know.



Pupil:

Class:

Pupil's Agreement

- I have read and I understand the school e-Safety Rules.
- I will use the computer, network, mobile phones, Internet access and other new technologies in a responsible way at all times.
- I know that network and Internet access may be monitored.

Signed:

Date:

Parent's Consent for Web Publication of Work and Photographs

I agree that my son/daughter's work may be electronically published. I also agree that appropriate images and video that include my son/daughter may be published subject to the school rule that photographs will not be accompanied by pupil names.

Parent's Consent for Internet Access

I have read and understood the school e-safety rules and give permission for my son / daughter to access the Internet. I understand that the school will take all reasonable precautions to ensure that pupils cannot access inappropriate materials but I appreciate that this is a difficult task. I understand that the school cannot be held responsible for the content of materials accessed through the Internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.

Signed:

Date:

Please print name: