



St. Mary's
C.E. Primary School

'Shining Brighter and Brighter'
Proverbs 4:18

St Mary's Nursery 2025

Meet the Teacher

Miss Bowers & Miss
Davies





Nursery Team:

Miss Bowers – Class Teacher

Mrs Kirby – Class Teacher

Miss Davies – Early Years
Practitioner

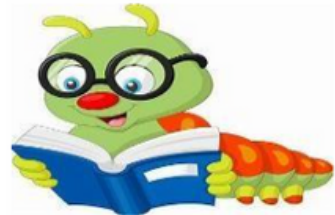


Note Taking

Please do not worry about writing all the information down this evening. We will happily email you the slides if you leave your email address on the clipboard at the back of the class after the meeting has finished.

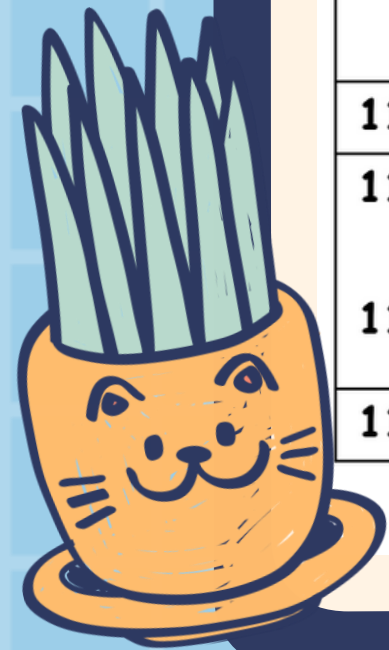


St Mary's C of E Primary School Nursery Timetable - Autumn Term

Timings	Monday	Tuesday	Wednesday	Thursday	Friday
8.45	Toileting, Hand Washing, Self-Registration, Child Initiated Learning				
9.20	Circle Time-Welcome, Phonics and Maths session (counting and rhymes) Adult Input				
9.30	Get Ready for Forest Session	Child Initiated Learning Indoor & Outdoor & Snack (small group)			
9.40	Forest Session Child Initiated Learning & Snack				
10.00 (snack)	 Adult Input				
		Adult Input			 Friday-Library books
11.15	Tidy Up				
11.30	Circle Time-Adult Input Daily Story				
11.35	Goodbye Song & Prayer Toilet & Wash Hands or Coats & Book Bags				
11.45	Lunch Club or Home Time				



Timetable is flexible and may change at any point during the day to ensure the needs of the children are met.



Our Class Routine



Self-Registration

Time to settle in

Circle Time with singing (phonics/maths)

Child Initiated Learning

Snack Time (Please sign up for milk)

Story Time

Timetables are produced each term with a Curriculum Leaflet each half-term available on the school website/Tapestry

<https://stmarys916.herts.sch.uk>





Timings

Nursery starts at 8.45am but we will continue with a soft start from 8.40 to 8.50am.

If you are late, please enter via the school office.

Nursery finish at 11.45am and exit from the first set of double gates.

Please inform us of any different collection arrangements in advance or via the office.

Pre-school Staff manage the session 11.45-3.30pm who have their own email and contact details:

stmaryspreschool.northchurch@gmail.com or 0753 5184017





Wraparound Care

Breakfast club – 7.45 to 8.45am
(Contact BC)



Pre-school – 12.30 to 3.30pm (Contact
Pre-School)



After school club – End of school day
to 6pm (Contact ASC)

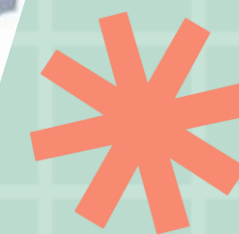


breakfast.club@stmarys916.herts.sch.u
k afterschool.club@stmarys916.herts.
sch.uk





School Uniform



Top: Light blue polo shirt (school logo optional)

Bottoms: Grey trousers, skirt, pinafore dress or grey tailored shorts

Jumper/Cardigan: Navy with school logo (branded jumper or cardigan)

Footwear: Black school shoes or black trainers (no boots)

Socks/Tights: Navy, grey, or white

*Summer option - Navy and white check dress

- PL Schoolwear - order online at <https://plschoolwear.co.uk/shop/hemel-hempstead/st-marys-c-of-e-primary-school-northchurch> or visit the PL Schoolwear shop to buy direct at 23 Bennetts Gate, Hemel Hempstead, Herts HP3 8EW.
- Brigade - order online at www.brigade.uk.com/direct/index.php?pdPage=login (St Mary's Primary School, Berkhamsted).



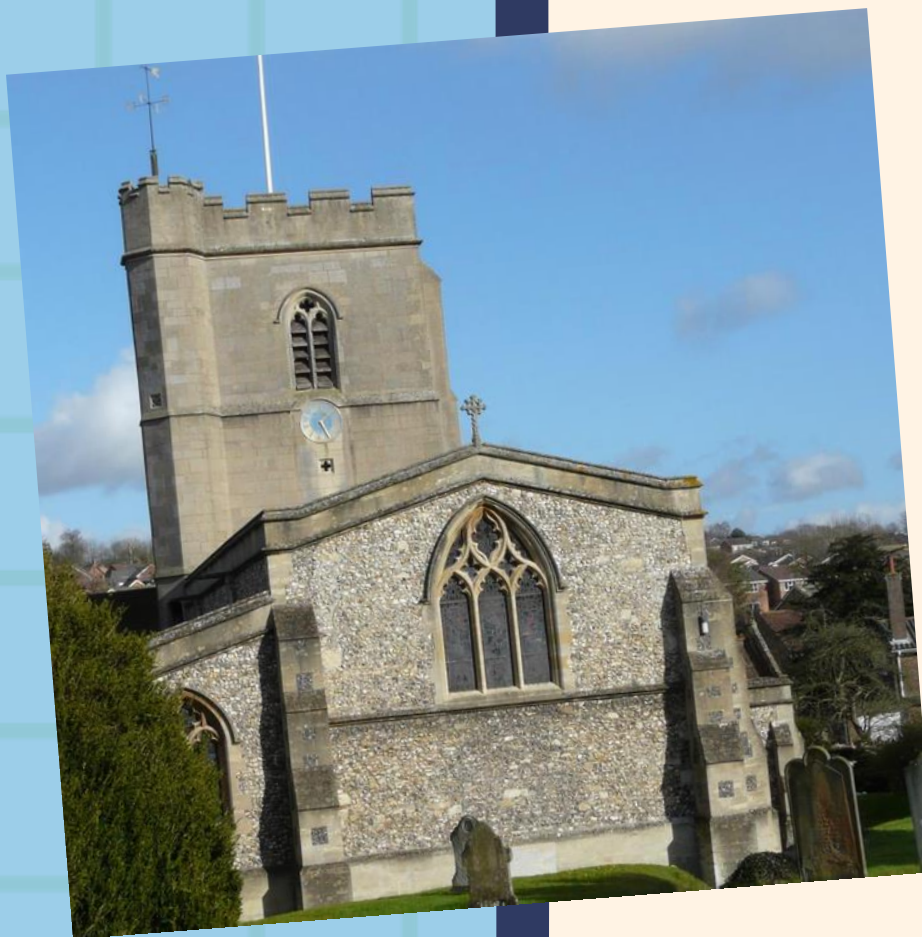
Visitors

Rector Jonathan visits us every Thursday to read stories with the children in class.



We also visit the church for Christian celebrations.

We welcome visitors to share other religious festivals with us.



Areas of Learning and Development

Prime Areas

Personal, Social and Emotional Development

Making relationships
Self-confidence and self-awareness
Managing feelings and behaviour

Physical Development

Moving and handling
Health and self-care

Communication and Language

Listening and attention
Understanding
Speaking

Specific Areas

Literacy

Reading
Writing

Mathematics

Numbers
Shape, space and measure

Understanding the World

People and communities
The world
Technology

Expressive Arts and Design

Exploring and using materials and media
Being imaginative

The EYFS Curriculum

Personal, Social and Emotional Development

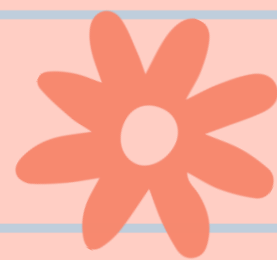


Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.



Physical Development



Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



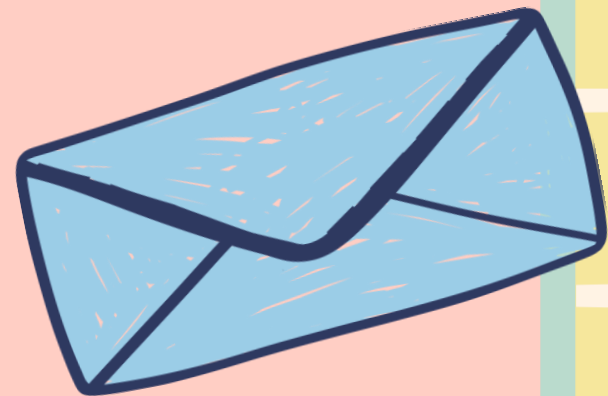
Communication & Language



Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



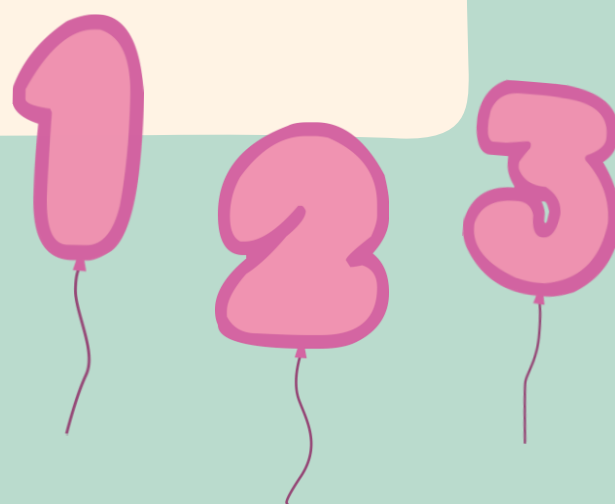
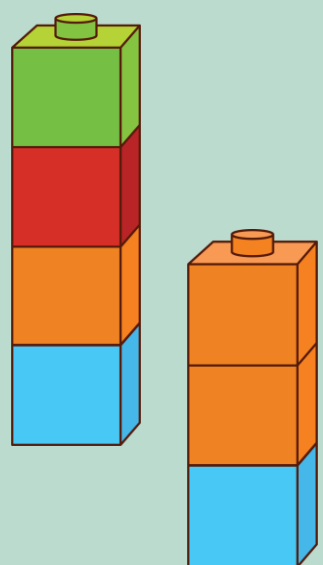
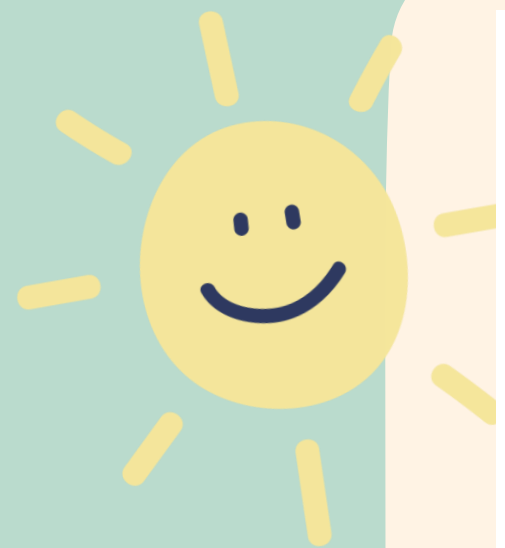


Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

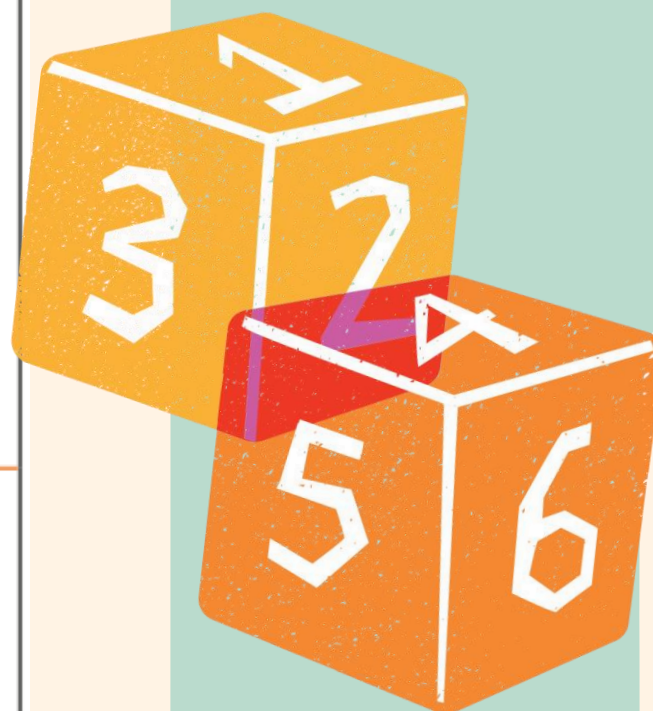


Literacy



Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
 - Recite numbers past 5.
 - Say one number for each item in order: 1,2,3,4,5.
 - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
 - Show 'finger numbers' up to 5.
 - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
-
- Experiment with their own symbols and marks as well as numerals.
 - Solve real world mathematical problems with numbers up to 5.
 - Compare quantities using language: 'more than', 'fewer than'.
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- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.



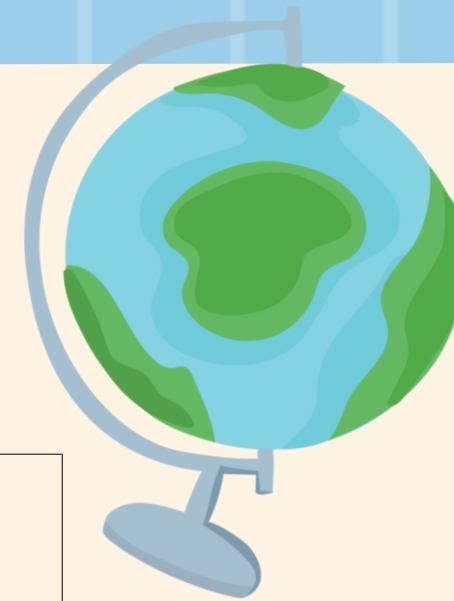
Mathematics

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Understanding of the World





Expressive Art & Design



Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



Pre-school

I'm now going to hand you over to
Lisa Burkett our Pre-school
Manager





Forest School



Every Monday the children are taken to Forest School.

They will need:



A named waterproof all in one or two piece set that stays in school

A named pair of wellington boots that stay in school

A warm hat in the winter and a cap in the summer

A parent rota is managed by the parent rep.

Please sign up for a slot.



Everyday your child will need:

A named coat appropriate for the time of year

A named hat (also appropriate for the time of year)



Named Welly boots (stay in school)



Named water bottle

Named book bag



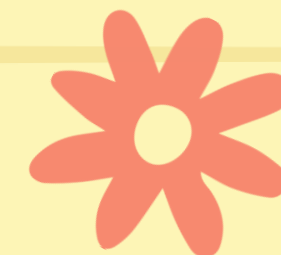
Drawstring bag with spare clothes

Named lunchbox (if they're staying for pre-school)



Nursery Dates

September....



We are looking forward to welcoming your children into the Foundation stage at St Mary's.

Thursday 4th September at 8.45-10am for children already at St. Mary's Preschool.

Friday 5th September 8.45-10am for children new to St.Mary's and have not attended St. Mary's Preschool yet.

Monday 8th September all children 8.45-10.00am all children.

Tuesday 9th September usual hours of 8.45am-11.45am for all children.

Any questions, please ask!

School Dates

1

Children's Individual Photos
- Thursday 2nd October

2

Half term - 27th- 31st
October

3

Occasional Day - Monday
1st December

4

End of term - Friday 19th
December

