



Learning to Love, Loving to Learn

Nursery Expectations

We are the Architects of the future building lives on the firm foundations of the Gospel values.



Learning to Love, Loving to Learn

Aims:

- To enable parents to meet the Nursery Team staff
- To help your child make a smooth transition to school
- To inform you about routines and expectations in Nursery.
- To give suggestions for how you could support your child in their learning



Learning to Love, Loving to Learn

Staff

Teachers:

Miss Bea Hoyos

Support Staff:

Mrs Jeannet

Miss Lily



Learning to Love, Loving to Learn

Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Reading Morning	Soft Start	Soft Start	Soft Start	Reading morning
9:00-9:15	Register Morning Prayer/Visual timetable Wake up shake up				
9:15-9:30	PHONICS/Stories/Circle time				
9:30-10:30	Choosing Indoor & Outdoor Tidy up				
10:30- 10:45	Maths Meeting/Maths in put (RE Wednesday)				
10:45-11.00	Snack/ Snack activity				
11:00 - 11.45	Choosing Indoor and Outdoor Tidy up				
11:45 – 12:00	Literacy	Literacy	Learning challenge	Literacy	Literacy
12:00 – 12:15	AM children to get home time things/Home time Prayer/ Goodbye song. Full Time Children Cosmic Yoga				
12:15- 12:30	PM children arrival Fred Games Lunch time Prayer and lunch				
1:30- 1:35 1:35 – 3.00	Afternoon Register Choosing Time Indoor and Outdoor Interventions				
3:00 – 3:20	Paths	Art	Portuguesse	Paths	Italian/Music
3:20 – 3:30	Prayer, Goodbye Song Children get home time things				
3:30-4:30		Whole School Staff Meeting	EYFS Planning Meeting		



Learning to Love, Loving to Learn

What do I need in my bag?

- i. 1 water bottle (named)
- ii. **Spare clothes:** pants, socks, uniform set (tracksuits, t-shirt, jumper/ cardigan), shoes. Wipes and plastic bag for dirty clothes
- iii. Book back
- iv. No toys/ jewellery accessories from home, please.



Learning to Love, Loving to Learn

School book bag:

The book bag will be given on a Friday with new books and a reading diary for you to read with your child at home and be returned to school on the following Wednesday. The children will have 2 books in their reading bags. One picture book which they have selected themselves and from the spring term a RWI book that matches the sound we will be covering that week. We encourage you to speak to the children about the pictures and help them to develop a story, by talking about the characters, setting, problem and solution. Book sharing helps your child to develop a love of books and helps to prepare them for reading independently.

Please write in the reading diary any comments your child has said about the story and if they enjoyed it. You can leave a note for the class teacher in the reading diary if you'd like to communicate anything about their reading or ask questions.



Nursery Uniform



I. NURSERY UNIFORM:

- II. Tracksuit, t-shirt and cardigan or jumper if needed.
- III. Velcro shoes will be appreciated.
- IV. No skirts or tights, please.



Learning to Love, Loving to Learn

Curriculum

At Little Joe's Nursery, we follow the statutory Early Years Foundation Stage (EYFS) curriculum, a government framework that focusses on development and learning for children from birth up to the age of five.

As part of the EYFS goals, we must ensure that all children:

- make good progress and learn well
- are kept healthy and safe
- are “school ready” by the time they reach the age of five
- have a broad range of knowledge and skills
- have a learning and development programme drawn up that is appropriate to their own stage of development

The EYFS Curriculum is divided into 7 areas, 3 prime areas and 4 specific areas:-

Communication and Language
Personal, Social and Emotional
Physical Development

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

What is Communication?

Communication is the successful sharing of ideas and feelings at the right time and in the right way. Communication uses speech, language and visual aids to get messages to others.

Processes Involved in Communication:

- attention and listening
 - hearing
- interpreting non-verbal communication
 - remembering
 - understanding

Listening and Attention Skills - At Home

Simon Says - 'Simon says, touch your nose'

I Went to the Market and Bought - Take it in turns to pick a word in an agreed topic or category, for example fruit, vegetables or toys.

Actions to Music - For example, do a star jump when the music stops.

Barrier Games - A barrier game is a way to develop verbal communication skills. They involve two players who have a 'barrier' (generally a book or box) between them. Each person must give the other verbal instructions to complete certain tasks on their 'boards' which will vary depending on the game.

Jigsaw Puzzles - Take it in turns to find things in the finished picture.

Silly Stories - Read a favourite story and make silly errors - did your child spot them?

Spot the Difference - Encourage your child to spot the differences between two pictures and then have a chat about them.

Listening and Attention Skills - Out and About

I Spy with My Little Eye - 'I spy something big and green.' Using size, colour and shape is a great alternative to using initial letters.

Grandmother's Footsteps - choose one person to be the grandmother or father. This person stands with their back to the rest of the players, who then must sneak up to tap 'Grandmother' on the shoulder. Grandmother can turn around at any time and if she sees someone moving, they must go back to the start.

What Time is it, Mr Wolf?

- Great to play in a park or field.

One player is chosen to be the wolf and stands at the opposite end of the playing area to the other players with his back to them. The players then call, "What's the time, Mr Wolf?". Mr Wolf can then answer in two ways:

- by calling a time, in which case the players take the corresponding amount of steps forward (e.g. if he calls 3 o'clock, players take three steps forward)
- by calling 'dinner time', in which case the wolf then turns around and chases the players back to their starting line. If he catches one, that player becomes the new wolf.

The aim of the game is for the players to sneak up and tap Mr Wolf on the back without being caught.

What do they mean by physical development?

Physical development is a very broad subject. It refers to our movements, strength, balance, coordination and much more! When we talk about physical development, it's usually referred to in two parts: fine motor skills and gross motor skills.

Gross motor skills involve large muscle movements, such as those containing your child's arms and legs. Children need to develop these muscles to crawl, walk, run, climb, ride a bike, etc.

Fine motor skills are more precise muscle movements that control the smaller muscles, such as those in their hands and fingers. These will help your child to gain control and precision for skills such as drawing and writing.



Ways to Support Your Child's Physical Development

- playing ball games, such as football or catch
- riding a bike or scooter
- playing on the climbing equipment at the park
- role play with friends (pretend play)
- sand or water play
- playing with modelling dough
- playing with toys, such as dolls or tractors

Milestones This Supports:

I can go up steps and stairs, or climb up apparatus, using alternate feet.



I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.



I can collaborate with others to manage large items, such as moving a long plank safely or carrying large hollow blocks.



I can start taking part in some group activities which I have made up myself or in a team.

I can choose the right resources to carry out a plan. For example, choosing a spade to make a small hole, that I dug with a trowel, bigger.



I can match my developing physical skills to tasks and activities in the setting. For example, I can decide whether to crawl, walk or run across a plank, depending on its length and width.



Ways to Support Your Child's Physical Development

Sports

One of the best ways for your child to develop their gross motor skills is through playing sports. Most sports include large muscle movements, which are part of your child's physical development. Some great sports that your three to four-year-old may enjoy include:

- football
- swimming
- running
- cycling
- dance
- gymnastics
- karate



Some of these are activities that you can do at home in your garden or you may want to set aside some time each week to take part in some physical activities, such as attending a sports club or going to the local park. It's recommended that three to four-year-olds spend at least three hours a day doing physical activities and exercise.

I can continue to develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills.

I can start taking part in some group activities which I have made up myself or in a team.

Milestones
This Supports:

I can use and remember sequences and patterns of movements which are related to music and rhythm.

I can 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.



What is 'Myself, Relationships and Emotions'?

Myself, relationships and emotions relates to the early years curriculum area 'Personal, Social and Emotional Development'. Within this area, children learn to be self-aware, manage relationships with adults (including unfamiliar adults) and other children in new social situations, as well as handling their own emotions.

How can I support my child in this area?

To support your child's social and emotional skills, you can help your child to learn to interact with others appropriately by providing them with lots of opportunities to play and meet new people. For example, if they do not already attend a nursery or preschool, you could arrange playdates for your child or take them to their local park to play with other children. You can also take them on trips within the local community to get to know a bit about where they come from and interact with different people, such as shopkeepers.

To help them learn to handle their emotions, you can play games with them where they learn to share, take turns and resolve conflicts. You can also help them learn how to identify their own emotions and calm themselves down if they are feeling upset or angry, such as taking some time out or reading a book.

Quick Ways to Encourage Social and Emotional Skills:

Explain and gently reinforce general household rules until your child remembers to follow them on their own.

Encourage your child to describe any emotions they may be feeling and why.

Help and encourage your child to experience safe interaction with people they may not know, such as paying for items in shops or ordering food in a café.

Some Everyday Activities to Support Your Child:

Encourage your child to create and reach their own goals. You could provide them with building blocks and suggest they build a castle or provide a pencil and paper and ask them to draw a self-portrait.

Encourage your child to always ask for help if they need it.

Set a simple morning and evening routine and encourage your child to complete the tasks.

Explain to your child why we have rules, e.g. we only have one piece of fruit as an afternoon snack so we don't get too full for dinner.

Key

Build Assertiveness



Develop a Sense of Responsibility



Set and Achieve Goals

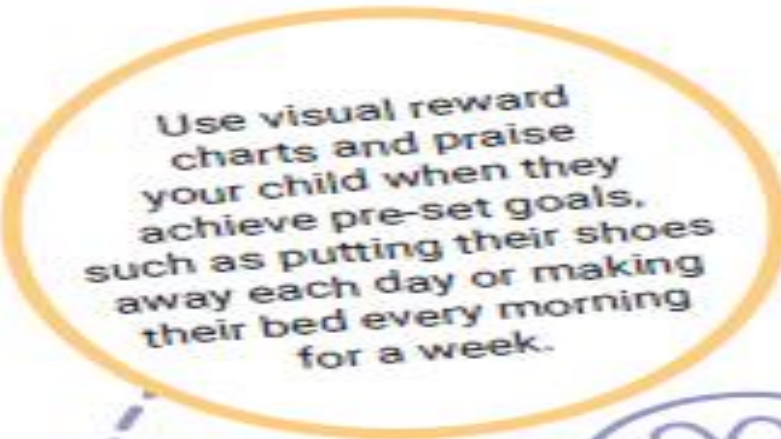


Follow Rules

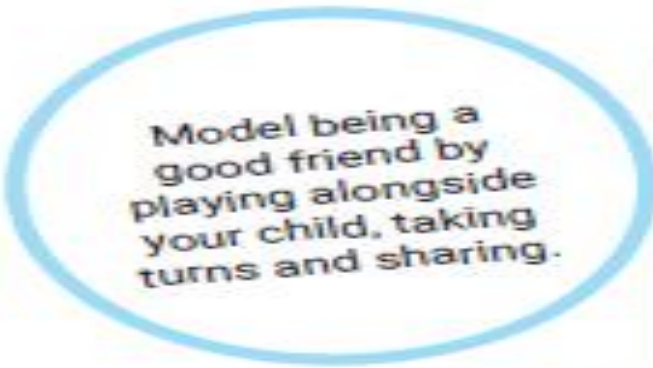


Understanding Others' Feelings

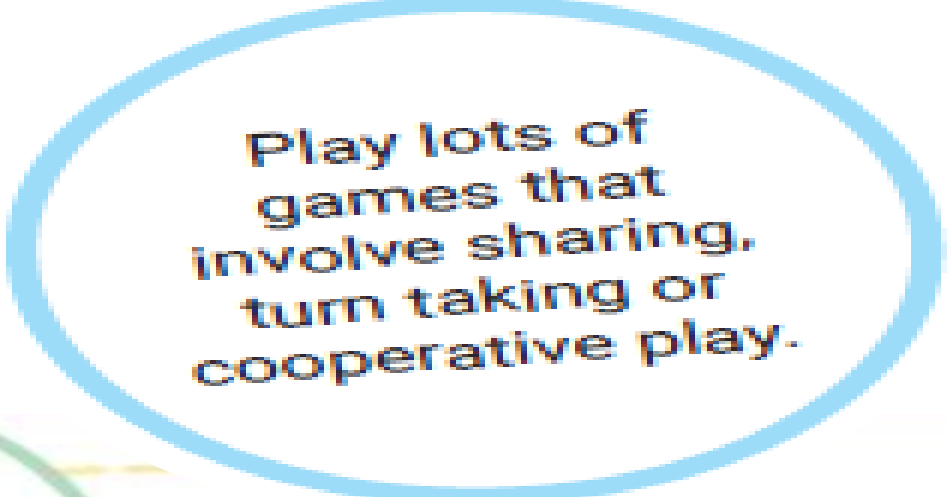




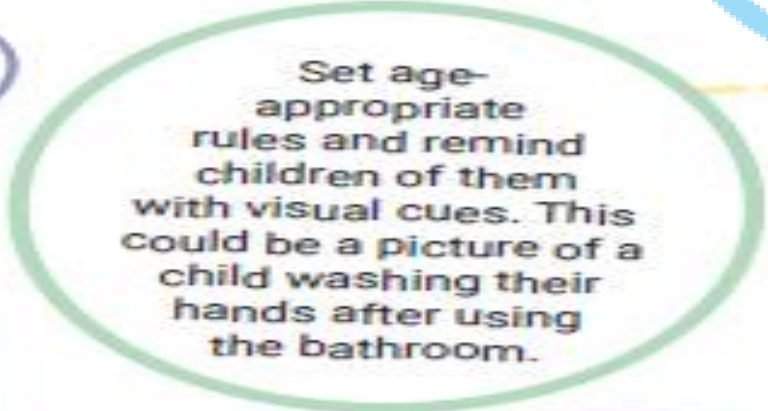
Use visual reward charts and praise your child when they achieve pre-set goals, such as putting their shoes away each day or making their bed every morning for a week.



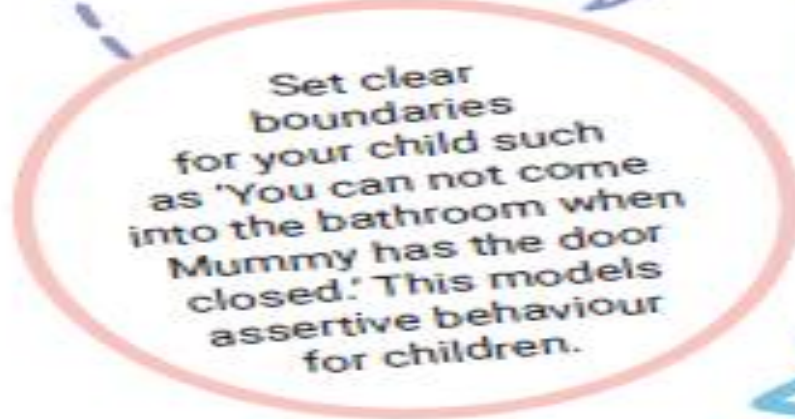
Model being a good friend by playing alongside your child, taking turns and sharing.



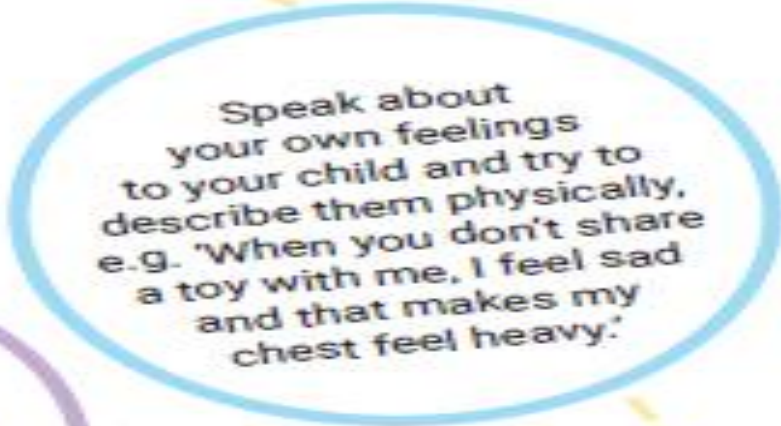
Play lots of games that involve sharing, turn taking or cooperative play.



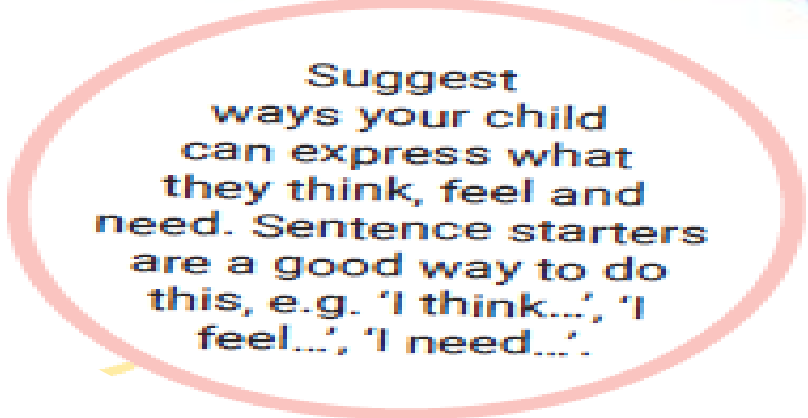
Set age-appropriate rules and remind children of them with visual cues. This could be a picture of a child washing their hands after using the bathroom.



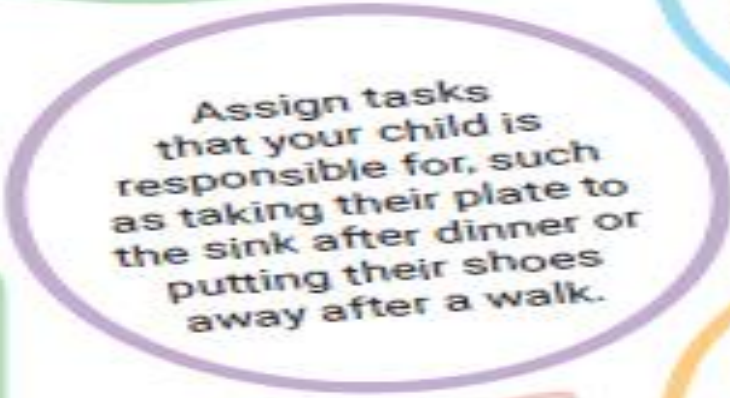
Set clear boundaries for your child such as 'You can not come into the bathroom when Mummy has the door closed.' This models assertive behaviour for children.



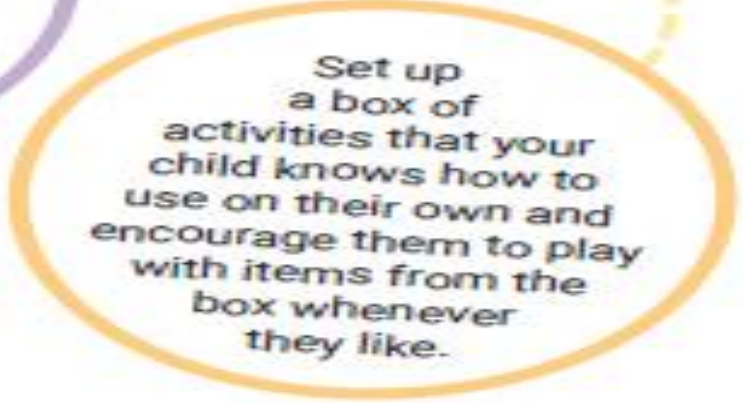
Speak about your own feelings to your child and try to describe them physically, e.g. 'When you don't share a toy with me, I feel sad and that makes my chest feel heavy.'



Suggest ways your child can express what they think, feel and need. Sentence starters are a good way to do this, e.g. 'I think...', 'I feel...', 'I need...'



Assign tasks that your child is responsible for, such as taking their plate to the sink after dinner or putting their shoes away after a walk.



Set up a box of activities that your child knows how to use on their own and encourage them to play with items from the box whenever they like.



What is meant by 'Reading, Writing and Stories'?

Reading, writing and stories outlines everything that you might expect to see in your child's literacy or 'English' lessons if they attend nursery. It is all about how they learn to read, write and understand written language.

While reading and writing are both very important, reading and listening to stories is also a huge part of your child's development. Listening to or reading stories allows them to learn about the world and increase their vocabulary.

What should I expect from my three to four-year-old?

At three to four years of age, your child should have a good understanding that print has meaning from reading and listening to stories. They should be able to follow the text on the page from left to right and read some words using their phonic knowledge (using sounds to segment and blend words).

They should also be able to write some recognisable letters, their name and be beginning to write words and sentences using their phonics skills.

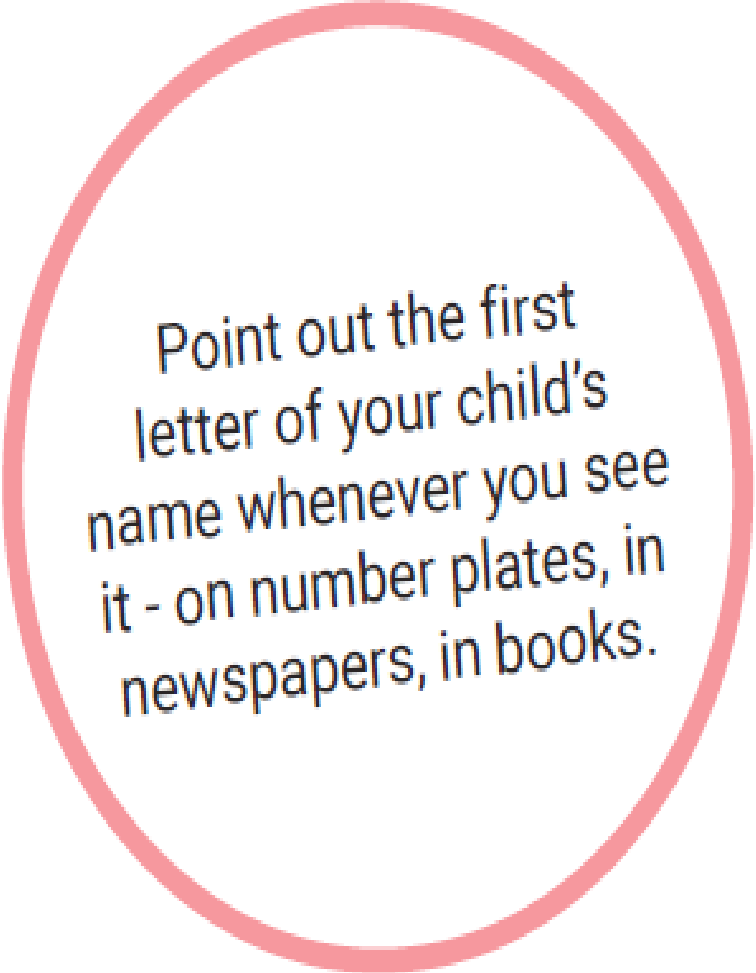
Your child will also begin to show some awareness of what they have heard. For example, they should be beginning to recognise rhyming words and may be able to guess what word comes next in a sentence.




How can I support my child's early literacy skills?

Some ways that you can support your child's literacy skills at home include:

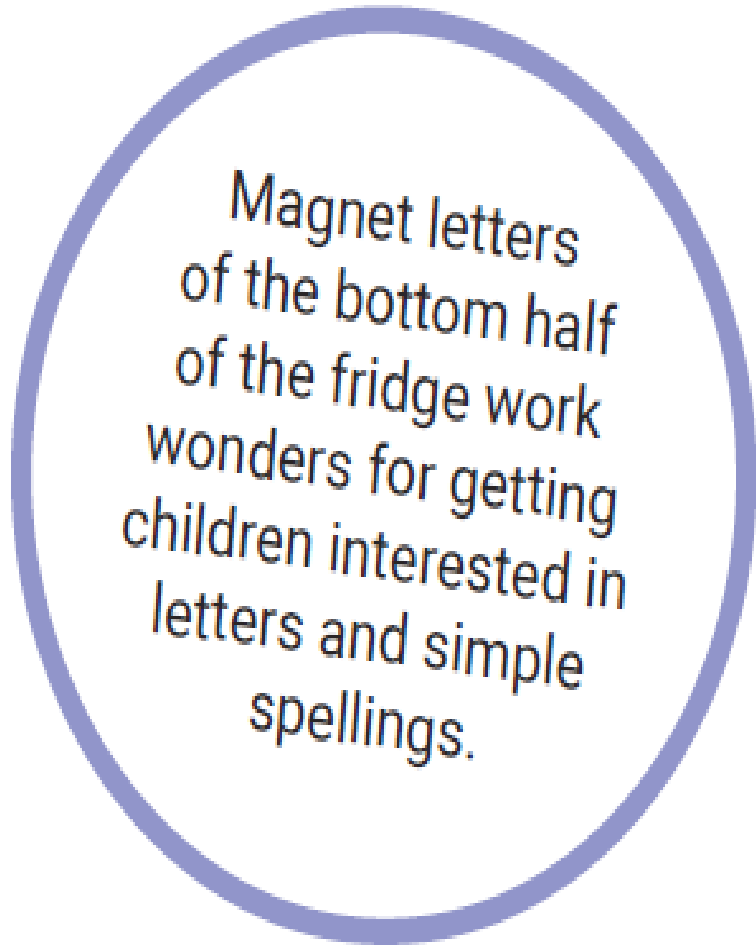
- reading to them every day
- listening to them read
- pointing out print, e.g. on instructions or menus
- developing fine motor skills for writing (you can build these with hand-strengthening activities such as using modelling dough, playing with toys or painting)
- writing or drawing
- making marks - this doesn't have to be with a pen or pencil - it could be with crayons, paint, chalk or even using their finger to make marks in sand)



Point out the first letter of your child's name whenever you see it - on number plates, in newspapers, in books.



Show children lots of different examples of text, from reading books to street signs, poems to shopping lists.



Magnet letters of the bottom half of the fridge work wonders for getting children interested in letters and simple spellings.

Some Everyday Activities to Support Your Child:

Key

Forming Letters



Books and Writing Styles



Letters and Sounds



Vocabulary



Encourage your child to help write to-do lists. They don't have to be legible but including your child will help them understand that text has different uses.

During reading time, ask your child questions about new words - what do you think that word means? How else could we describe that?

Children don't have to be forming letters to be learning - scribbles, doodles, illegible writing and other mark making all helps practise pencil control and fine motor skills.

Help your child use their finger to follow the words you are reading in books. This will help them understand that letters come together to represent sounds and words.

Point out the different elements of books - the title, the author, the blurb, the chapters, the contents page.



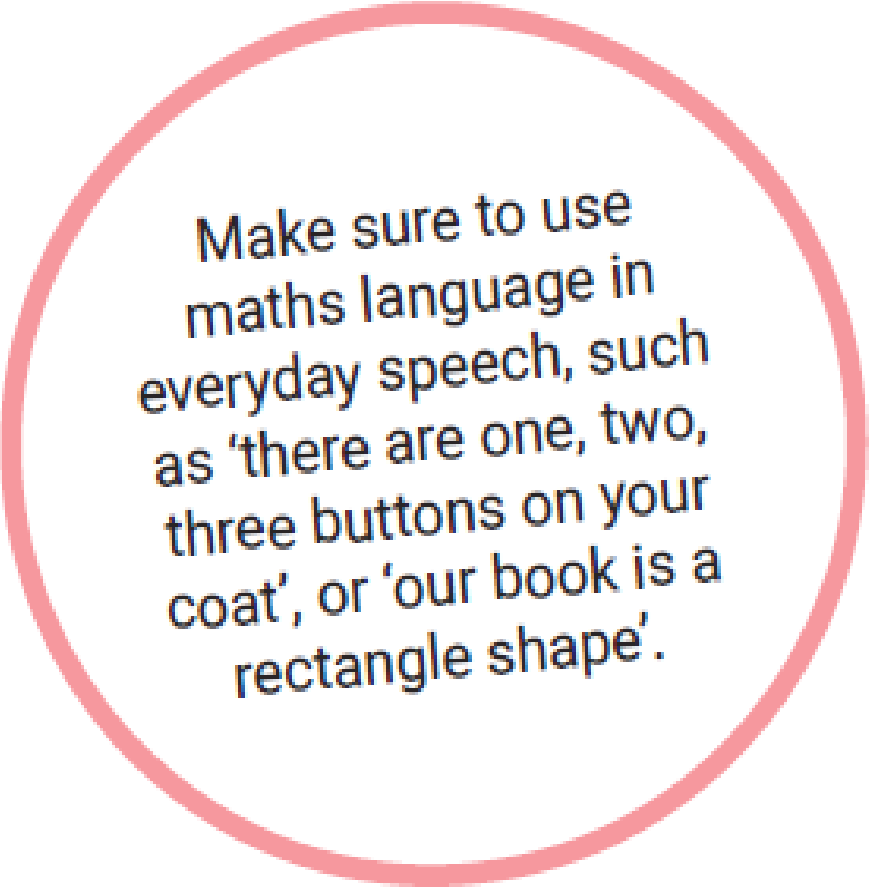
Maths for 3 - 4 Year Olds

There are lots of practical and easy ways you can encourage your child to develop their maths skills every day.

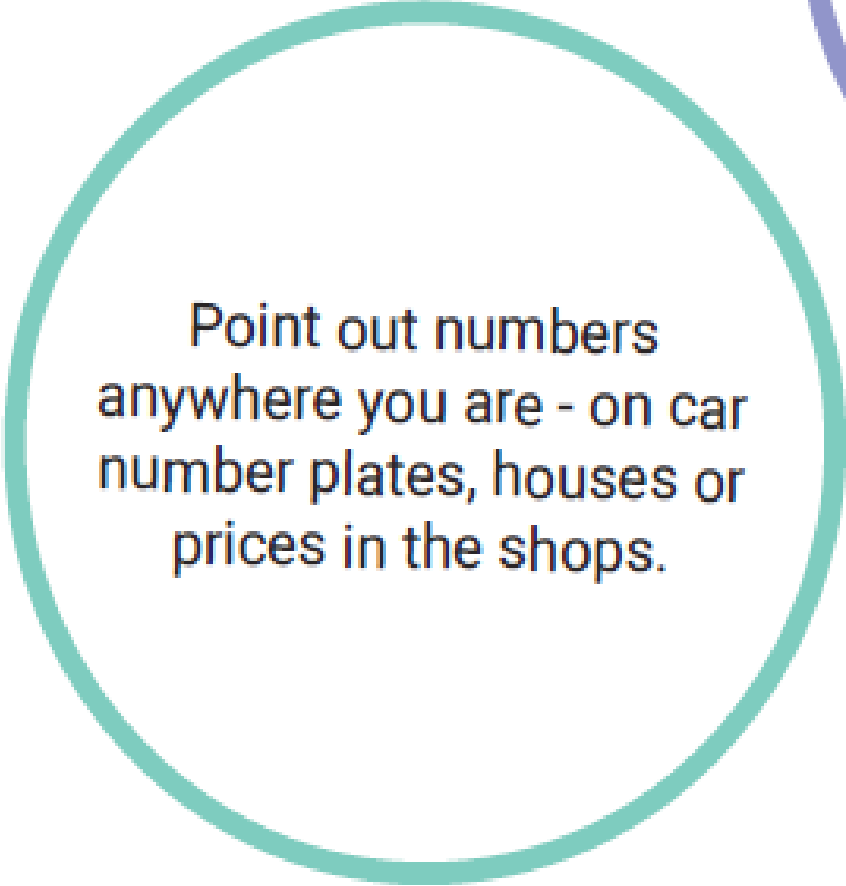
With children aged three to four, you could practise **number recognition** up to five, discuss **real-world** maths problems such as 'how many apples do I need if both you and I want one?', explore **2D shapes** and point out **simple patterns**. **Positional language** (e.g. 'the television is in front of the sofa', 'the bag is under the table') is also good to develop at this age.

These top tips are here to give you some ideas on how you could explore these areas further.


Please remember, this is not a checklist - it is here to guide you and your child in a **fun and beneficial** way.



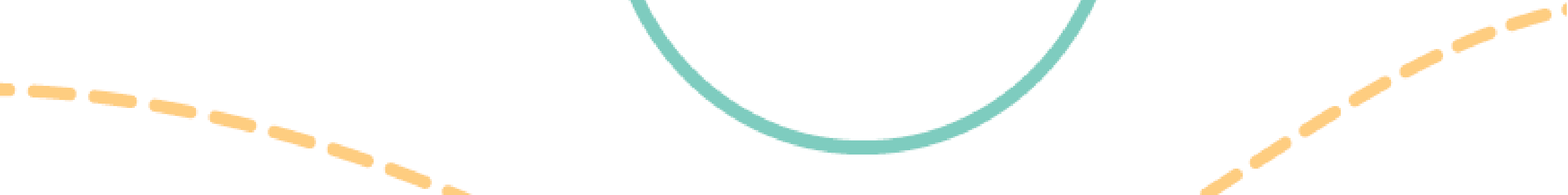
Make sure to use maths language in everyday speech, such as 'there are one, two, three buttons on your coat', or 'our book is a rectangle shape'.







Point out numbers anywhere you are - on car number plates, houses or prices in the shops.



Count everything!
Cars on the road,
books on the shelf,
sausages on a plate.



Key	
Number Recognition	
Shapes	
Positional Language	
Simple Patterns	



Add foam or sponge numbers to the bath and ask your child to put them in order.

Paint with home-made stamps in different shapes - you could use a sponge as a rectangle, half a potato as an oval, the bottom of a cup as a circle.



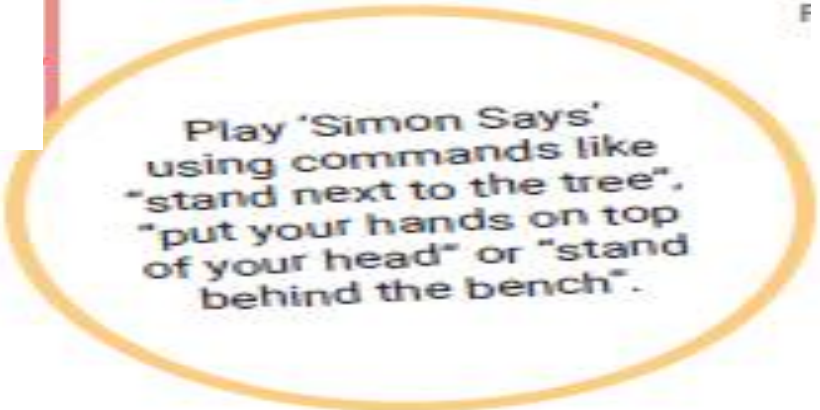
In, up, under, on, besides, between, behind, in front - make sure to use terms like these in everyday conversations, such as "your shoes are under the chair", "lunch is on the table".

Make patterns with items you find in the garden and ask your child to continue them - stick, leaf, stick, leaf...

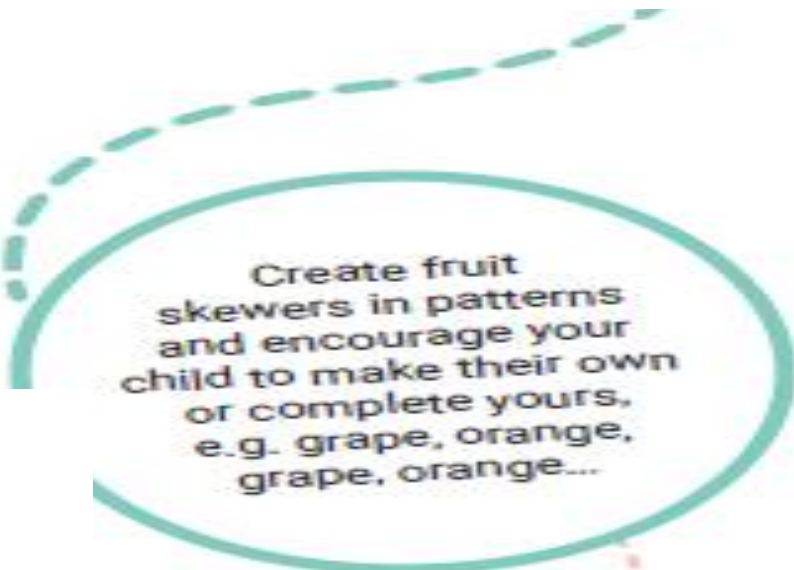


Play with building blocks and discuss the properties of each shape, e.g. "this cube has square faces and they each have four sides".

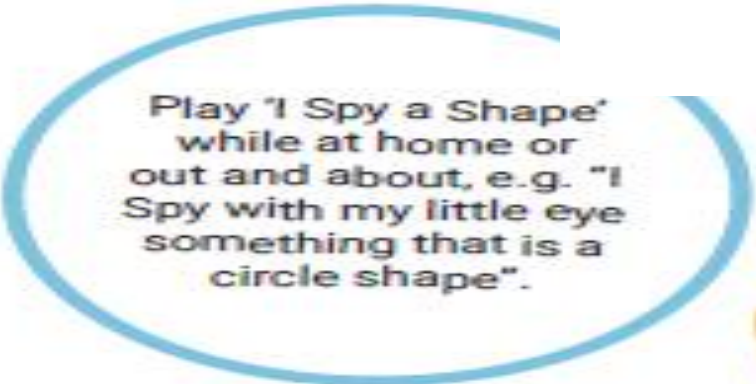




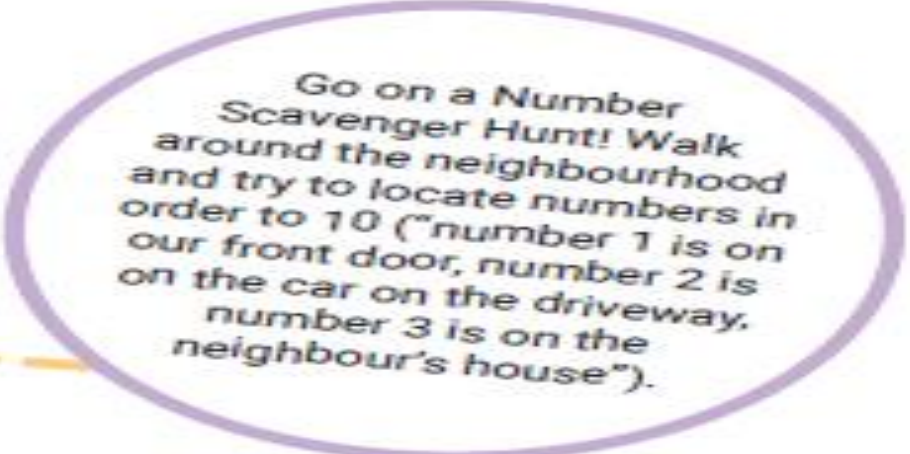
Play 'Simon Says' using commands like "stand next to the tree", "put your hands on top of your head" or "stand behind the bench".



Create fruit skewers in patterns and encourage your child to make their own or complete yours, e.g. grape, orange, grape, orange...



Play 'I Spy a Shape' while at home or out and about, e.g. "I Spy with my little eye something that is a circle shape".



Go on a Number Scavenger Hunt! Walk around the neighbourhood and try to locate numbers in order to 10 ("number 1 is on our front door, number 2 is on the car on the driveway, number 3 is on the neighbour's house").



Simple Science and the World for Ages 3-4

There are lots of practical and easy ways you can encourage your child to develop their scientific skills every day. Children are usually naturally curious about lots of things - they will often be interested in exploring almost anything from the natural world to technology, other cultures and religions or even past events!

With children aged three to four, important areas to discuss include how **cultures and religions** around the world can be different from our own, as well as your **family history** and how other people's family history can be different. Discovering the **natural world** is also an important part of this topic and may include exploring different materials (wood, metal, cloth), forces (push and pull, gravity) and how things grow.





These top tips are here to give you some ideas on how you could explore these areas further.

Please remember, this is not a checklist - it is here to guide you and your child in a **fun and beneficial** way.

Explore your local garden or park regularly - what things can you find and how do they differ (e.g. bark is rough, leaves can be smooth, dew is wet, grass is spiky)?

Look at family photos and discuss how people fit together (e.g. Nan is your mum's mum, Uncle Joe is Mum's brother).

If you go on holiday or a trip away, discuss how the new place differs from your own and compare home and your destination on a map.

Key	
Natural World	
People, Cultures and Communities	
Discovering Your Family	
The World	

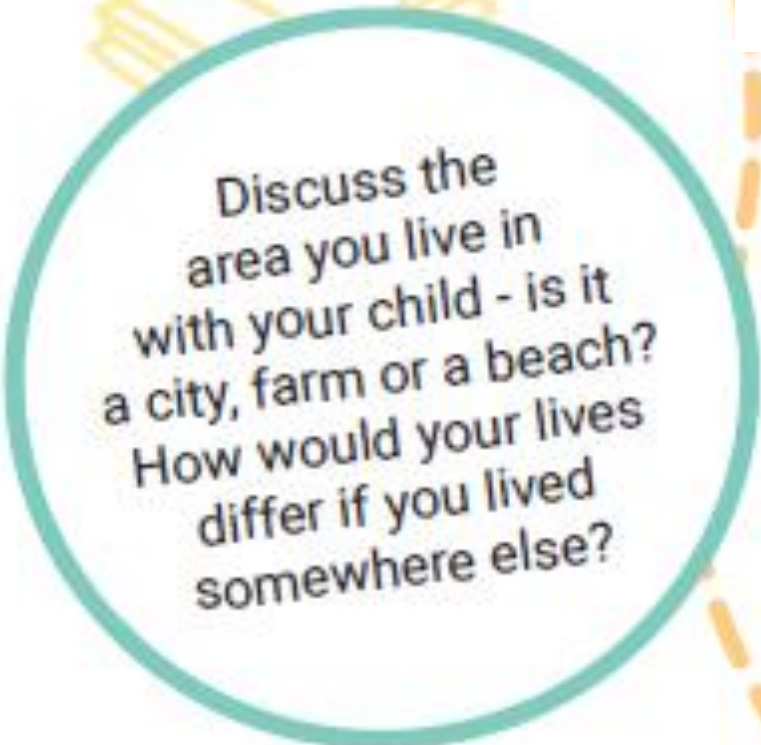


Read some books about being unique or different to prompt a discussion about what makes your child and other family members individuals.

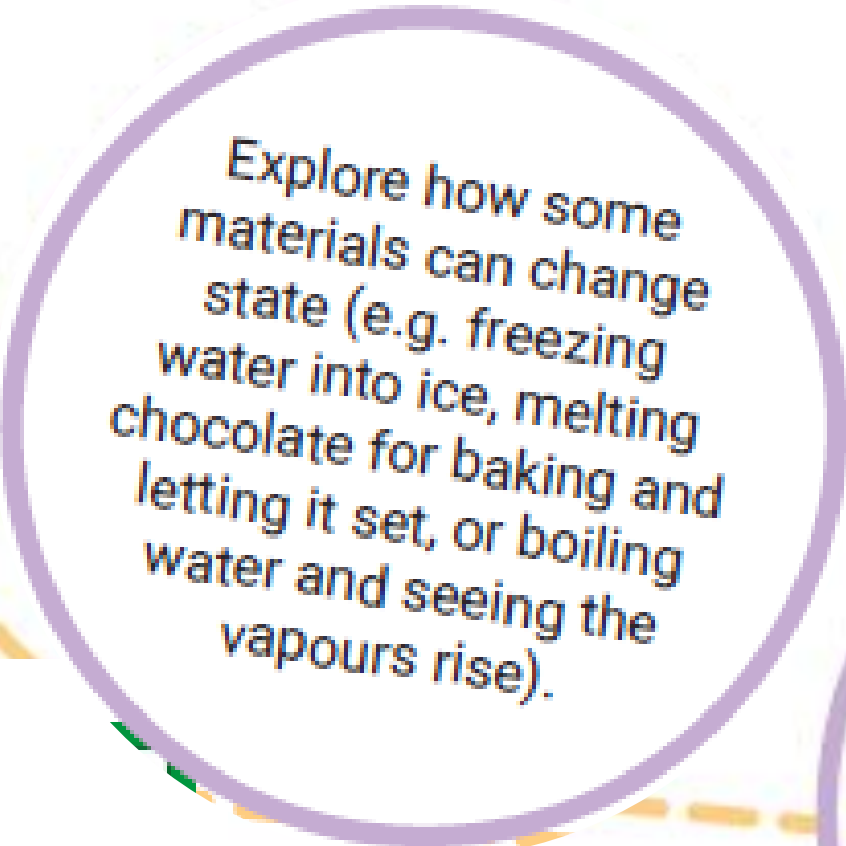
Plant some herbs and watch them grow. Then taste them!



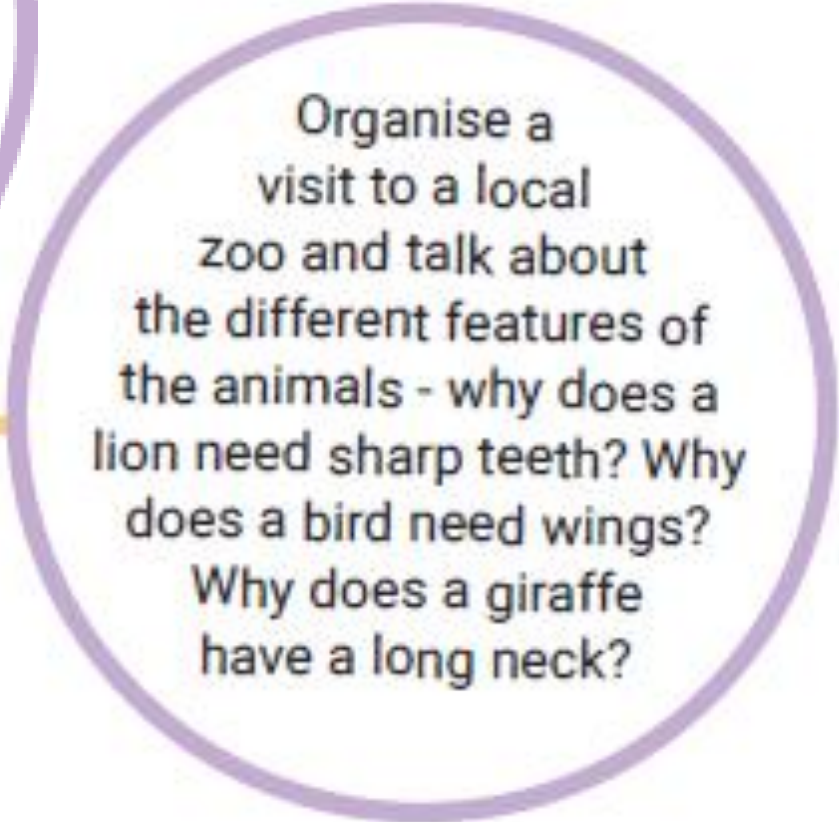
Discuss how the people in other countries may have a different way of life to you (they may eat different food, have a different religion or wear different clothes).



Discuss the area you live in with your child - is it a city, farm or a beach? How would your lives differ if you lived somewhere else?

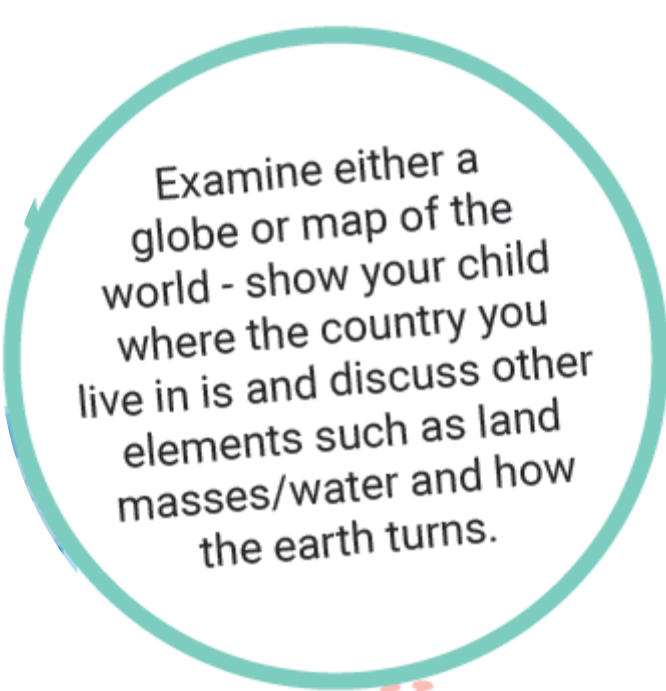


Explore how some materials can change state (e.g. freezing water into ice, melting chocolate for baking and letting it set, or boiling water and seeing the vapours rise).



Organise a visit to a local zoo and talk about the different features of the animals - why does a lion need sharp teeth? Why does a bird need wings? Why does a giraffe have a long neck?






Examine either a globe or map of the world - show your child where the country you live in is and discuss other elements such as land masses/water and how the earth turns.



Create a physical photobook of family and friends that your child can hold in their hands so that they have something to help them discuss special people in their lives.



Talk about things that make people different and unique and celebrate diversity. You could do this by introducing your child to culturally and racially diverse books, TV shows or toys.

Creative Arts for 3 - 4 Year Olds

There are lots of practical and easy ways that you can encourage your child to practise and develop their creative arts skills every day.


Creative Arts generally refers to being imaginative and expressive in any artistic way. This includes movement in dance, acting or other performances, to painting, drawing or sculpture. With children aged three to four, creative expression is encouraged both with materials (paint, playdough, role play costumes) and without in the form of imaginary play.

Quick Ways to Encourage Communication:


Encourage your child in imaginary play and join in when appropriate. Your child may have an invisible friend or they might fill a pan with grass and imagine it is pasta!

Keep a costume box somewhere easily accessible where children can dress up whenever they like - even just to go to the shops.


Have an arts and crafts area or box and encourage your child to draw, paint, scribble, mould or design anything they can think of.





Provide your child with lots of opportunities to explore and talk about colours, starting with the three primary colours (red, yellow and blue) and building from there.



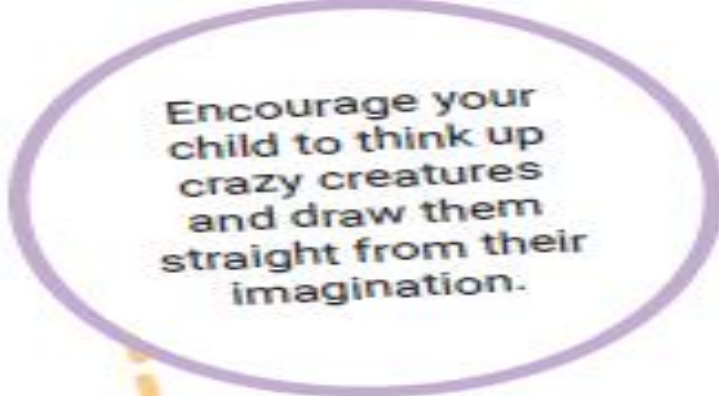


Encourage your child to make sounds with different items around the house, e.g. saucepans, rice shakers or bottles of water. If you have access to various instruments, let your child experiment with these too.



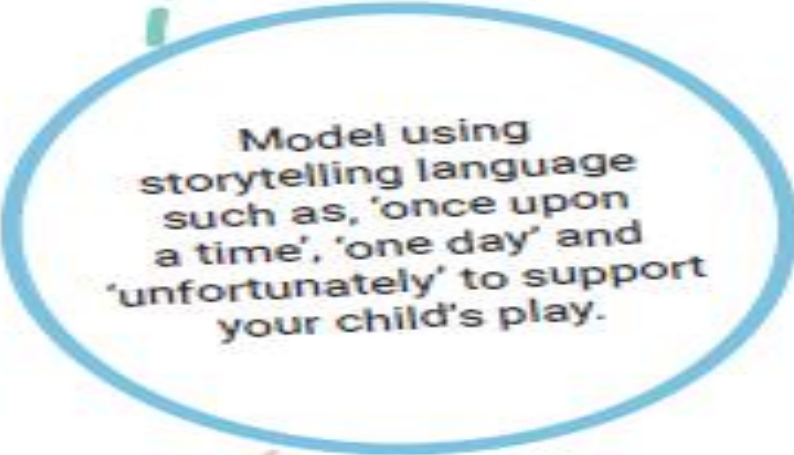

Encourage your child to tell stories or re-create books you are reading using their toys.



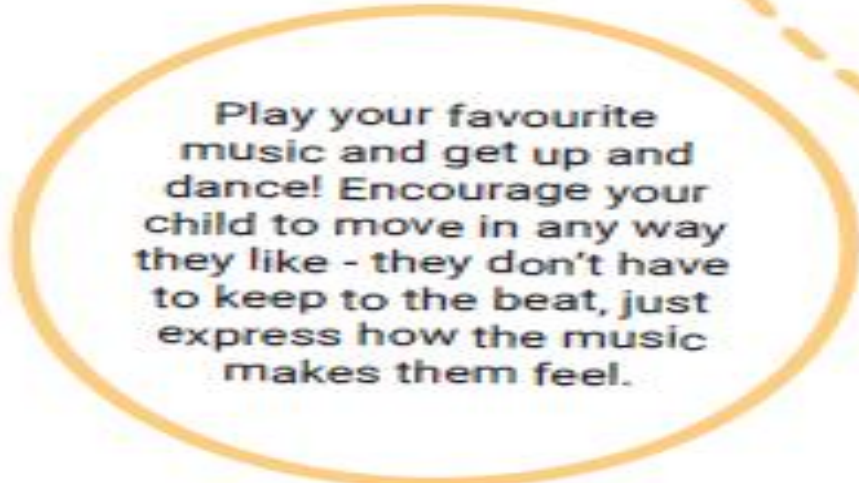
Listen to different styles of music and songs from different cultures. Then discuss how they sound different - are they slow or fast, loud or soft, do they have singing or not? What type of instruments can you hear?



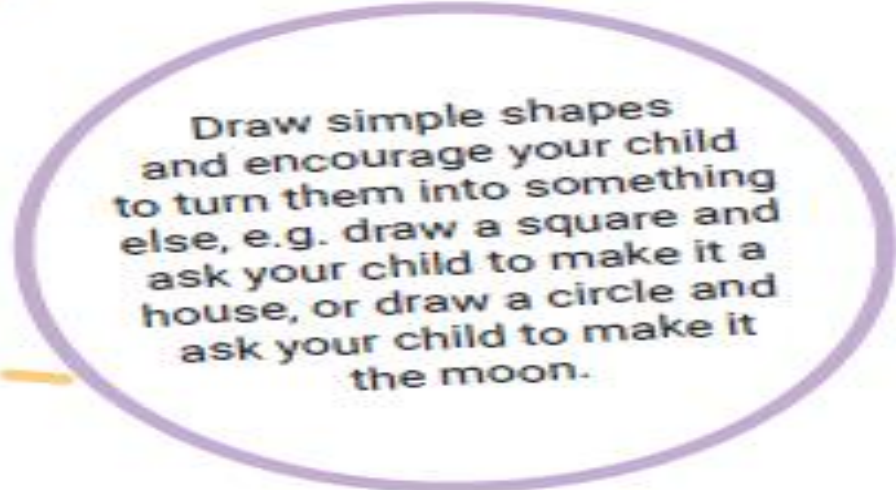

Encourage your child to think up crazy creatures and draw them straight from their imagination.




Model using storytelling language such as, 'once upon a time', 'one day' and 'unfortunately' to support your child's play.

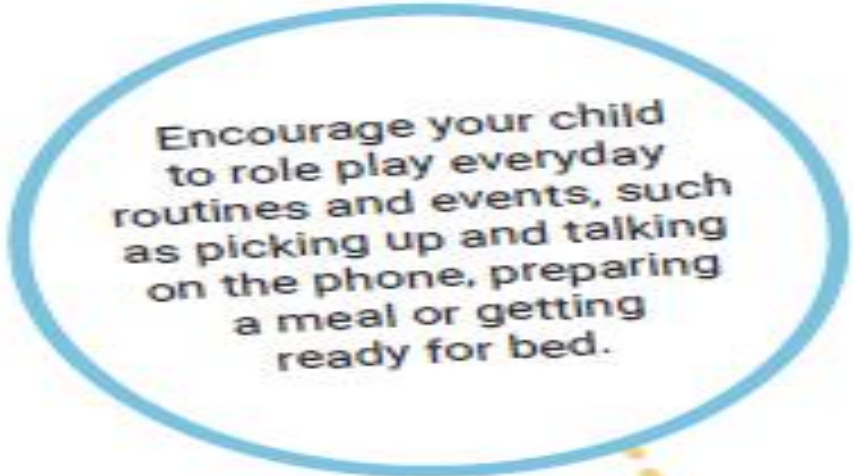


Play your favourite music and get up and dance! Encourage your child to move in any way they like - they don't have to keep to the beat, just express how the music makes them feel.

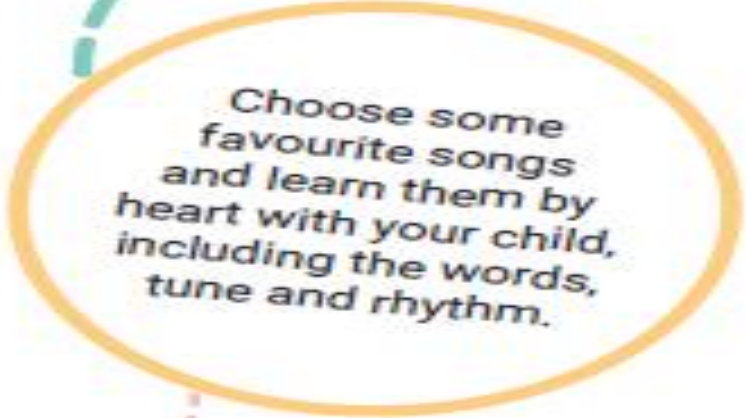


Draw simple shapes and encourage your child to turn them into something else, e.g. draw a square and ask your child to make it a house, or draw a circle and ask your child to make it the moon.

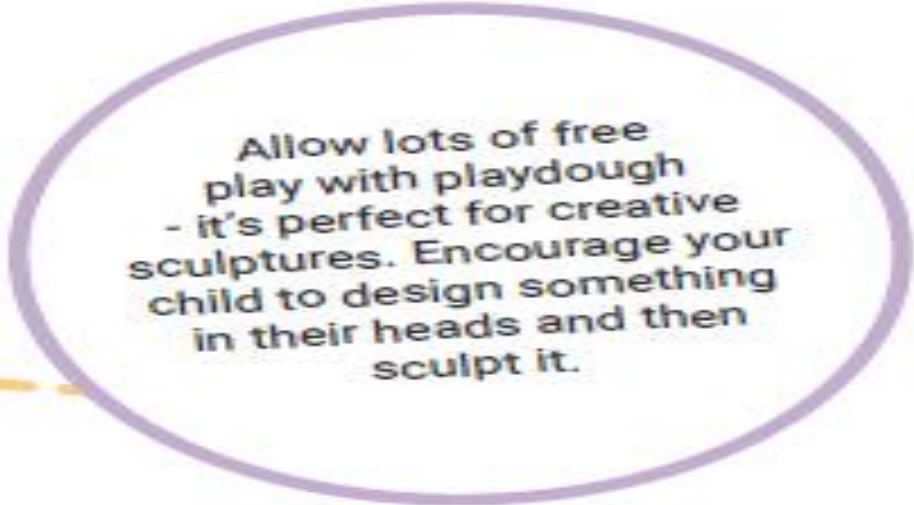




Encourage your child to role play everyday routines and events, such as picking up and talking on the phone, preparing a meal or getting ready for bed.



Choose some favourite songs and learn them by heart with your child, including the words, tune and rhythm.



Allow lots of free play with playdough - it's perfect for creative sculptures. Encourage your child to design something in their heads and then sculpt it.






























Read Write Inc Set 1 Phonics Sounds

- The phonics sounds will be introduced in a particular order.
- All the sounds have an image to go with them and an action.
- The children will learn to form the letters using rhymes.

Read Write Inc. 2000/01

Desktop Speed Sounds Chart

Speed Sounds Set 1

m 	a 	s 	d 	t 
i 	n 	p 	g 	o 
c 	k 	u 	b 	f 
e 	l 	h 	sh 	r 
j 	v 	y 	w 	th 
z 	ch 	qu 	x 	ng nk

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How to read the letter?

The letter name and the sound of letter is not the same.

C-A-T

/c/ /a/ /t/

- When we write we use lower case.
- We use capital letters at the beginning of the names and sentences.





evidence me

Online learning journal used only in Nursery and Reception.
Programme for photo observation and evidence of your child's learning.

Taken by staff on school iPads.

If we have your email address, we can link you to the class and share your child's learning.

Great home school link!

Little Joe's Topics

- Autumn 1: My Community
- Autumn 2: Celebrations
- Spring 1: Space
- Spring 2: People who help us
- Summer 1: Minibeasts
- Summer 2: Traditional Tales

Date for the diary:

18th October 2023

Little Joe's Wider
Family Tea Party

2pm



Learning to Love, Loving to Learn

End of Year Expectations

Reading

- To recognise and read their own name.
- Enjoy rhyming and rhythmic activities
- Show awareness of rhyme and alliteration
- To look at books independently and handle books carefully, holding books the correct way up and how turn pages
- To hold books the correct way up and turn the pages
- To begin to retell favourite stories and name characters

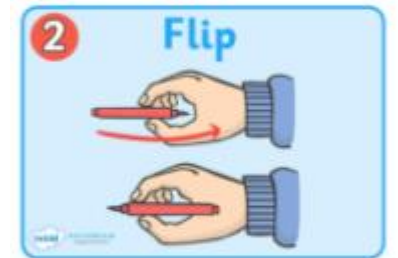


Learning to Love, Loving to Learn

End of Year Expectations

Writing

- To hold their pencil the correct way.
- To draw lines and circles using gross motor movements
- To use one-handed tools and equipment (e.g scissors)
- To hold a pencil correctly
- Can copy some letters
- Say what the marks are when they draw and paint
- To write own name using correct letter formation.
- To write familiar words with support.





Learning to Love, Loving to Learn

End of Year Expectations

Speaking and Listening

- Listen with interest to stories
- Listen to others
- To follow directions
- To understand and use simple sentences
- To select familiar objects by name
- To ask simple questions
- To learn new words and use them in communicating
- To join in with rhymes and stories
- To respond to simple instructions
- To answer simple how and why questions.
- Can retell a simple past event in correct order.



Learning to Love, Loving to Learn

End of Year Expectations

Mathematics

- Recite numbers in order forwards and backwards to 10 including 0.
- Know numbers identify how many objects are in a set.
- Sometimes match numeral and quantity correctly.
- Compare two groups of objects, saying when they have the same number.

Be able to hold up any given number of fingers up to 10.

- Separate a group of three or four objects in different ways & begin to recognise that the total is still the same.
- Show an interest in representing numbers & counting
- Recognise some numerals of personal significance.
- Recognise numerals 1 to 10.



Learning to Love, Loving to Learn

End of Year Expectations

Mathematics:

- Count objects to 10, and begin to count beyond 10.
- Use positional language(above, under, behind etc.)
- Begin to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.
- Begin to use mathematical names for 'flat' 2D shapes,
- Select a particular named shape.
- Create patterns
- To be able to name all the days of the week.
- To name the month of their birthday.



Learning to Love, Loving to Learn

End of Year Expectations

Social Skills

- To be able to play with other children
- To be able to form a friendship
- To be able to separate from main carer
- To select and use activities and resources
- To be able to respond to boundaries
- To be able to share and take turns.
- To tidy up after themselves and look after things.



Learning to Love, Loving to Learn

End of Year Expectations

Social Skills

- To be able to express their feelings.
- To be able to ask for help if something has upset them or if they are not feeling well.
- To be aware of others feelings
- To be aware that actions can hurt.
- To be able to put on and take off own coat, socks and shoes.
- To be able to open up their own bag to take out what they need.
- To be able to feed themselves with a fork, open their lunchbox independently.
- To be able to go to the toilet **independently**
- Can manage washing and drying hands

Thank you for your support.



Learning to Love, Loving to Learn

End of Year Expectations

- To be able to go to the toilet **independently**
 - 1- Toilet trained.
 - 2- No nappies, please.
 - 3- Encourage to go to the toilet independently: put clothes down, sit on the toilet, clean yourself, flush the toilet and wash your hands.



Thank you for your support.





Learning to Love, Loving to Learn

Attendance

- The key to academic success is EXCELLENT ATTENDANCE.
- In order for your child to be successful at school we expect them to be here EVERY DAY unless they are ill.
- As a school we have HIGH EXPECTATIONS of your child.
- To maximise learning, attendance should **be more than 96%**.
- HOLIDAYS are not to be taken during term time.
- A RECORD of any holidays taken will be kept in your child's file.
- Any doctor, hospital APPOINTMENTS should be made for after school.



Learning to Love, Loving to Learn

Punctuality

Morning Session-

9.00am to 12.00am

Afternoon Session-

12.15pm to 3.30pm

Full-time Session-

9.00am to 3.30pm



*Learning to Love, Loving to
Learn*

**Any questions or
concerns?**