

Welcome to Nursery!

Adults in Classroom

- Miss Hallwood



- Mrs Lister



- Miss Whittles

Adults around school

- Mrs Cuddy is the Headteacher.



- Mrs Maltby and Mrs Marner help with admin in school.



- Mrs Holt runs the after school club.



- Mrs Sheen runs the breakfast club.



- Safeguarding- Mrs Cuddy is the Designated safeguarding lead. In her absence Mrs Holmes, Mrs Marner and Mrs Lister are all Deputy safeguarding officers.

- Governors- we have many governors who are actively involved in school, please see the school website for more information. <http://www.kirksmeaton.n-yorks.sch.uk/staff-governors/meet-our-governors/>

Routine of the Day

| 12.25 | 12.30 – 14.30 | 14.30 – 15.05 | 15.10 |
|---|---|--------------------------------|-----------|
| The Nursery children are collected from the front of school and brought into the classroom by a member of staff from Starfish | The children take part in adult lead activities and access inside and outdoor provision throughout the afternoon. | Tidy up and home time routine. | Home time |

ELGs for Three – Four Year Olds

1. Literacy

- Understand the 5 key concepts of print.
- Develop phonological awareness.
- Engage in conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their writing.
- Begin to write their name.
- Write some letters accurately.

2. Mathematics

- Subitise up to 3 objects.
- Recite numbers past 5 in order.
- Know that the last number reached when counting tell you how many there are in total.
- Link numerals and amounts.
- Solve problems with numbers up to 5.
- Compare amounts, length, weight and capacity.
- Explore 2D and 3D shapes.
- Understand position.
- Identify and create patterns.
- Begin to describe a sequence of events.

3. Understanding the World

- Use all of their senses in hands – on exploration of natural materials.
- 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.
- 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.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences.

4. Expressive Art and Design

- Take part in simple pretend play.
- Begin to develop complex stories using small world equipment.
- Explore different materials freely, to develop ideas.
- Join different materials and explore different textures.
- Create closed shapes to represent objects.
- Draw with increasing complexity and detail.
- Use drawing to represent ideas like movement, noises and emotions.
- Explore colour and colour mixing.
- Respond to what they have hear, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person.
- Create their own songs and improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

5. Communication and Language

- Enjoy listening to stories and remember much of what happens.
- Pay attention to more than one thing at a time.
- Use a wide range of vocabulary.
- Understand a question or instruction that has two parts.
- Understand 'why' questions.
- Know many songs, rhymes and stories.
- Develop communication and pronunciation.
- Use longer sentences of four to six words.
- Express a point of view and debate using words as well as actions.
- Start a conversation and continue it for many turns.
- Use talk to organise themselves and their play.

6. Personal, Social and Emotional Development

- Select and use activities and resources.
- Develop their sense of responsibility and member 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 solve conflicts and rivalries.
- Increasingly follow and remember rules, understanding why they are important.
- Develop appropriate ways of being assertive.
- Talk about their feelings.
- Begin to understand how others might be feeling.
- Be increasingly independent in meeting their own care needs.
- Make healthy choices about food, drink, activity and toothbrushing.

7. Physical Development

- Continue to develop movement, balance, riding and ball skills.
- Go up steps and climb apparatus using alternate feet.
- Skip, hop, stand on one leg and hold a pose.
- Use large muscle movements.
- Start taking part in group/ team activities.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Choose the right resources to carry out their plan.
- Collaborate with others to manage large items.
- Show preference for a dominant hand when using small tools.
- Be increasingly independent as they get dressed and undressed.

How are the ELGs achieved?

The ELGs are mainly achieved through the use of indoor and outdoor provision. The Starfish classroom is set up into areas which contain activities and resources chosen to allow the children to practice and reach the ELGs.

Indoor – Home corner, small world area, writing area, maths area, creative area, water area, sand area, busy fingers area, malleable area, construction area and reading corner.

Outdoor – Construction area, water area, maths area, writing area, the bikes, the shop, reading shed, the large apparatus, allotment, nature area, mud kitchen and stage area.

As well as the access to the provision, we also have activities embedded into the routine of the week which all the children access and which aid learning.

- Collective worship
- Maths songs/ input
- Number blocks/ alpha blocks
- Dough disco
- Story time
- R.E lessons
- P.E lessons
- PSHE lessons
- Topic lessons

Keeping in touch and staying up to date in the classroom

- Face to face before school
- Face to face after school
- Dojo

Keeping in touch and staying up to date with school

- Dojo - messages and notices from school will be put on dojo.
- Arbor- you will get emails about things happening in school, you can pay for trips, extra sessions, after school clubs and breakfast clubs etc.
- Email- we send out a fortnightly newsletter with information. Please let us know if Grandparents/Aunties/Uncles would like to sign up to this.

Does anyone have any questions?