



Nursery Information Booklet 2021-2022



Welcome to our Foundation Stage!



Starting Nursery is an exciting new milestone in your child's learning journey.

We hope that this booklet will answer any questions that you may have to enable your child to settle into Nursery life as quickly and comfortably as possible.

What will my child learn in the Foundation Stage?

In Nursery and Reception, learning is led by the Early Years Foundation Stage Statutory Framework. The objectives in this document focus on what children need to learn and set out what most children are expected to achieve by the end of Reception.

The guidance document is split into two categories; prime areas of learning and specific areas of learning. The tables over the page give a brief outline of the purpose and content of each of these areas.

<u>Prime Areas</u>

The prime areas develop in response to relationships and experiences and run through and support learning in all other areas.

They are fundamental throughout the Foundation Stage and are crucial for igniting children's curiosity and enthusiasm for learning.

Communication and Language:

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through

tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Specific Areas

The specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning.

Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a

go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



How will my child learn in the Foundation Stage?

Foundation Stage at Dixons Allerton Academy



Learning through play underpins all frameworks and guidance for the early years. All children have built in exploratory tendencies and our aim is to guide the children's learning in contexts of their choosing. Children learn in a variety of ways, have different interests and develop at different rates. Our provision supports this by offering open ended resources and a variety of areas in which children can explore their ideas.

Throughout their time in Nursery, children will be exposed to a huge range of inspiring and stimulating activities and opportunities. They will be encouraged and supported to take part in new experiences, whilst refining and practicing familiar skills. Teachers will follow the children's interests and plan carefully for their next steps.



This means that the Nursery classroom will be full of personal learning opportunities for the children in the class during that year. You may see 'Paw Patrol' writing areas, 'Peppa Pig' building areas or even a dinosaur dig! The teachers will follow your child's lead and provide the best possible environment for them to learn best.

Outdoor learning in Foundation Stage

Here at Dixons Allerton we are firm advocates of the importance of outdoor learning. It is essential that young children get frequent and regular opportunities to explore and learn in the outdoor environment and this is not seen as an optional extra at our school. We place as much value on the learning children can experience outdoors with their learning indoors. **Our Nursery children have free-flow access to the outdoor area in all weathers.** The children are provided with waterproof clothing to ensure they are

comfortable when learning outside. We believe there is no unsuitable weather for learning, only unsuitable clothing!



Here are some powerful arguments for taking every opportunity to take young children beyond their immediate indoor classroom:

- Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.
- Learning outside the classroom gives children contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons.
- Playing and learning outside also helps children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles.

- Outdoor play also supports children's problem-solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness.
- Children need an outdoor environment that can provide them with space, both upwards and outwards, and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.
- The outdoor environment offers space and therefore is particularly important to those children who learn best through active movement. Very young children learn predominately through their sensory and physical experiences which supports brain development and the creation of neural networks.
- For many children, playing outdoors at school may be the only opportunity they have to play safely and freely while they learn to assess risk and develop the skills to manage new situations.



Snack

Every day, your child will have access to a range of fruit, vegetables and fresh milk. Water is available all day and children are encouraged to try and taste a variety of healthy snacks. Children will be supported to pour their own drinks and prepare their own snack, whether that involves peeling an orange or washing an apple. We value this time and see it as a key learning opportunity. Children will be encouraged to tidy up afterwards and wash their hands as part of their journey towards independence.

Nursery Sessions

We have two sessions available for Nursery ages children:

Morning Session: 8:30am- 11:30am

Afternoon Session: 12:15-3:15pm

EVERY SCHOOL DAY COUNTS!

We will greet every parent at the door and a teacher or co-teacher will always be on the door at drop off and pick up time. At the start of their time in Nursery, parents will be encouraged to support their child to hang their coat up and self-register, before starting to play in the Nursery environment.

Parent Workshops

Every half term, you will be invited into school for a Parent Workshop. These sessions are crucial and it is vital that a member of your family attends with your child. During the workshop, members of staff will share the most recent learning strategies with you. At the end of the session, you will receive a pack full of practical resources for you and your child to use at home.

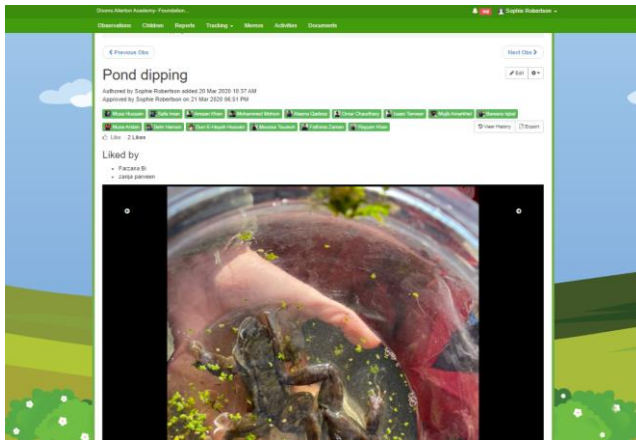
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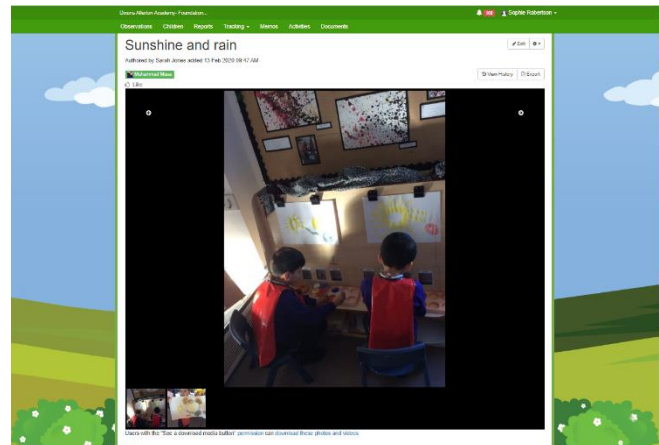
How is my child's progress monitored?



Adults spend time interacting with the children and note down any significant achievements. These 'observations' are then added to your child's electronic learning journey (called Tapestry) and can be viewed over the internet at any time. You will be given a password and username so that you can access this at home. We would also greatly appreciate your contributions to this record as we love to see what your child has been up to at home. There will be an information session about Tapestry in the first term.



Throughout the year, the progress of your child will be monitored and deemed to be either on track or not on track. If your child is not on track, the class teacher will meet with you to decide how best to support your child.



How can I help at home?

Here are some key points that will contribute to helping your child become a successful learner during their time at school:

- Have a strict bedtime routine! Children aged 3-5 need between 12 and 13 hours of sleep every night. 7:30pm is the ideal time for children to go to bed so that they are ready for the next school day.

- Share as many stories as possible- reading the same story over and over again is absolutely fine!
- Make time for talk. Turn off the TV and devote as much time as you can to listening to your child.
- Limit your child's access to TV and computer games.
- Send your child to school wearing appropriate clothes for outdoor play and expect them to come home grubby!
- Insist on good manners.
- Encourage your child to be as independent as possible - let them dress and undress themselves, encourage them to use cutlery correctly at mealtimes, help them to be confident when using the toilet.



What does my child need to wear for school?

Nursery
<ul style="list-style-type: none"> • A purple Dixons Allerton Academy sweatshirt/cardigan (available from Natasha's in Bradford) • White polo shirt (with collar) • Dark (grey or black) trousers or skirt

- **Black school shoes** which are suitable for outdoor learning (shoes with Velcro fasteners are ideal. Try to avoid shoe laces where possible)
- A purple gingham dress maybe worn after the Easter holidays.
- A **warm, sensible school coat.**

Label ALL of your child's belongings!



What does my child need to bring to school?

Nursery

- **Wellington Boots** (Your child will be provided with all- weather waterproof waders and jacket.)
- **Bag with spare clothes**
- Hat, scarf and gloves in the Winter.
- A sun hat in the Summer

Will my child be able to go to the toilet at any time during the day?



Whilst in the classroom, children have free access to toilets at all times. When away from the classroom, we have ample staff to take the children to the bathroom as necessary.

Occasionally, some children will have accidents if they do not get to the bathroom in time. We have some spare clothes in school that can be used for

such situations but we are always looking for donations to our stock of spare clothes.

Please ensure you have started toilet training your child before they attend Nursery. Nursery practitioners will support children in their toileting needs.

Can my child bring a toy into school?

Please do not let your child bring any toys into school. Sometimes teachers may ask your child to bring in things from home but they will always notify you about this with a text message.

Will my child bring home the work that they have done?

Some of the work done by the children will stay at school for display and assessment purposes. However, at the end of each day, any independent work that your child has completed may be sent home. Please value all the work your children bring home, no matter how big or small, as they will have worked extra hard on it!

How will I know whether my child is settling in?

For the first half term of the year we work very hard to help your child to settle into school life and routines. At the end of every day or session, you will also be able to speak to staff about the day your child has had.

Parents Consultations take place twice a year and are the ideal time to discuss how your child has settled with us. This will give you the opportunity to ask any questions that may have arisen after your child has started school.

If you do have any concerns, please feel free to speak to your child's class teacher on the door or arrange a meeting.

Will my child be going on trips?

To enhance our learning and provide our children with a deeper understanding of the stories we read, we take our children on many visits and provide exciting enhancements in school throughout the year. These include a ride on a train, a walk to Ogden Water and we even have a farmer visit with all his animals! Parents will be asked to pay contributions towards the experiences for children.

