

Welcome!
Nursery
2024/25





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Our Team



MISS HOLMES
NH



MRS MORAN AND
MRS QUINN
NMQ



MRS TOMLINSON
NT

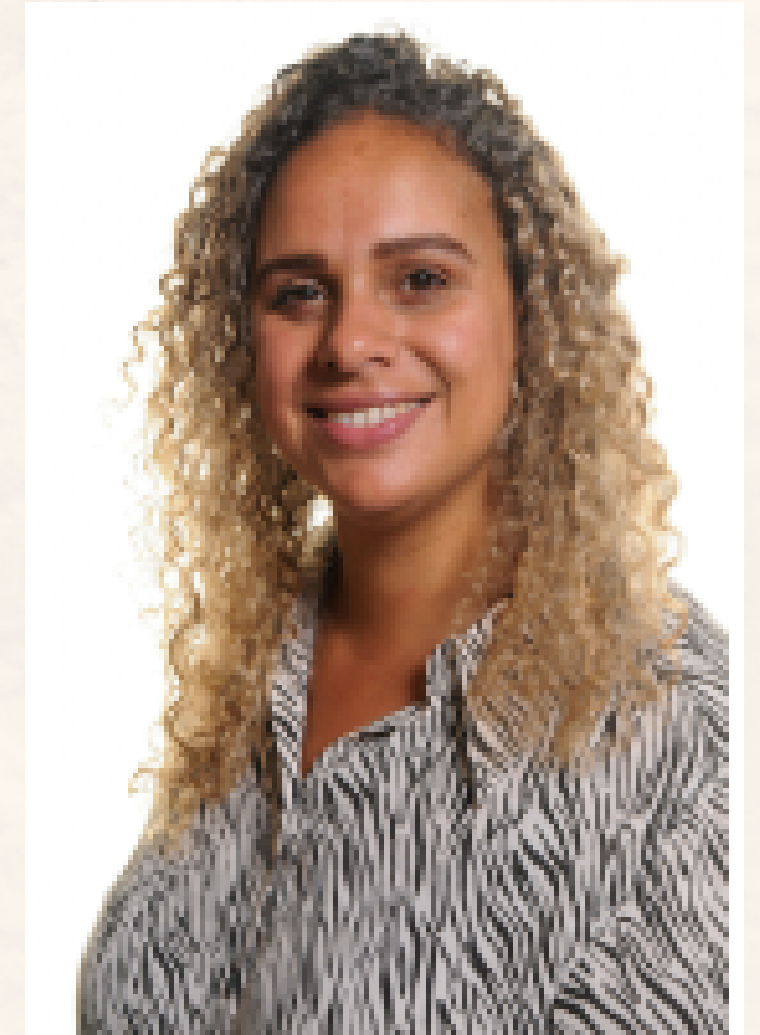
Our Team



LUCY NODEN
SENDCO

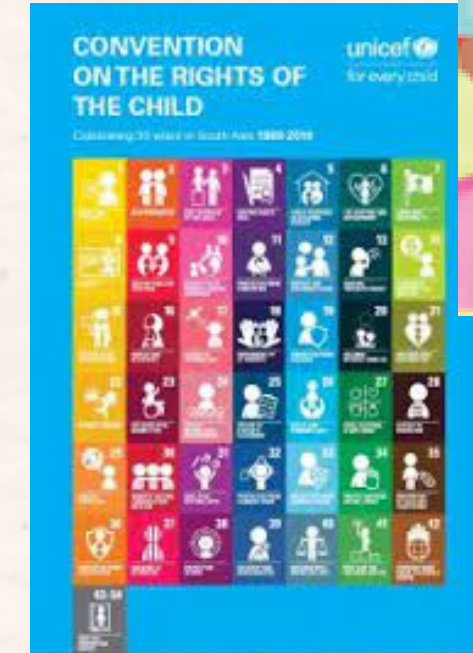


TERESA
WEAVER
INTERVENTION
LEAD



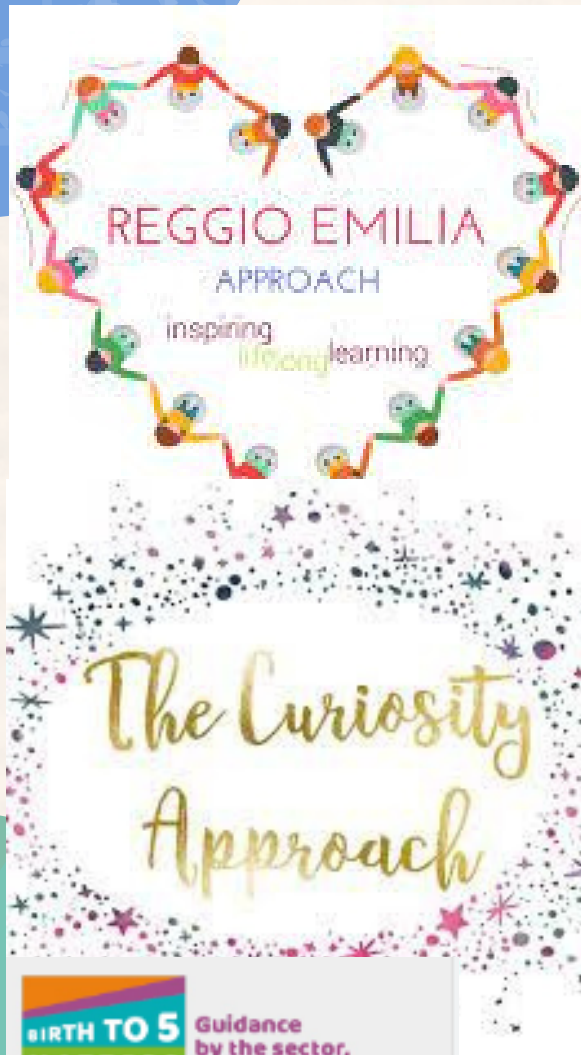
MELISSA ULETT
FAMILY
ENGAGEMENT
OFFICER

Our School



Pedagogy- the art of teaching. How we teach, in theory and practice

THE WIDE, IN DEPTH
KNOWLEDGE OF
THEORY, RESEARCH
AND APPROACH =
STRONG
PEDAGOGICAL BASE



Pedagogy

STRONG SCHOOL-FAMILY RELATIONSHIPS

INTRINSICALLY MOTIVATED

SEEN, HEARD AND
CELEBRATED

SELF-REGULATION AND SELF
EFFICACY



CHILD CENTRED

TIME OF THEIR LIVES

UNINTERRUPTED PLAY -
DEEP LEVEL LEARNING

AUTONOMY - BUILDING
CHILDREN'S LEARNING POWER

Pedagogy



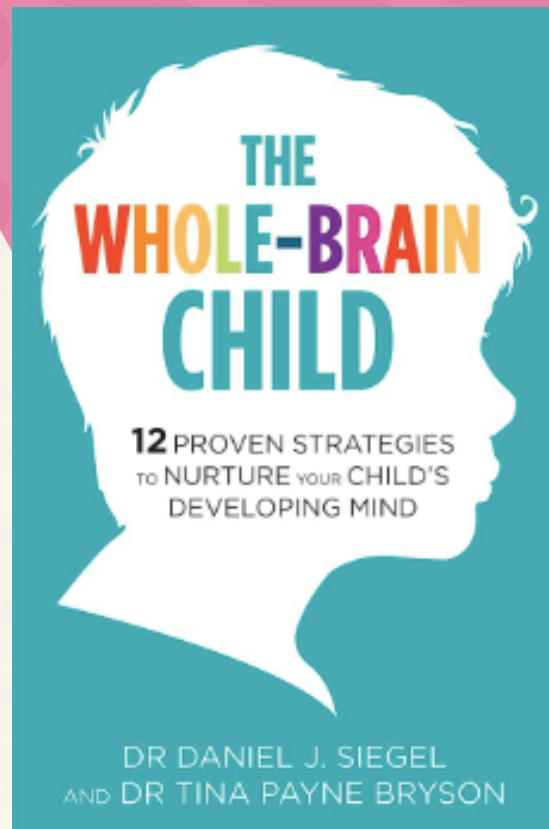
"COMPETENT AND CONFIDENT LEARNERS
AND COMMUNICATORS, HEALTHY IN MIND,
BODY AND SPIRIT, SECURE IN THEIR SENSE
OF BELONGING AND IN THE KNOWLEDGE
THAT THEY MAKE A VALUED
CONTRIBUTION TO SOCIETY."

EARLY CHILD CURRICULUM, NEW ZEALAND
MINISTRY OF EDUCATION

Whole Brain Child



The Whole Brain Child



Emotion Coaching

EFFECTIVE RESPONSES

EMPATHETIC ENGAGEMENT
CHILD'S EMOTIONAL STATE IS VERBALLY
ACKNOWLEDGED AND VALIDATED

PROMOTING A SENSE OF SECURITY AND FEELING
SEEN

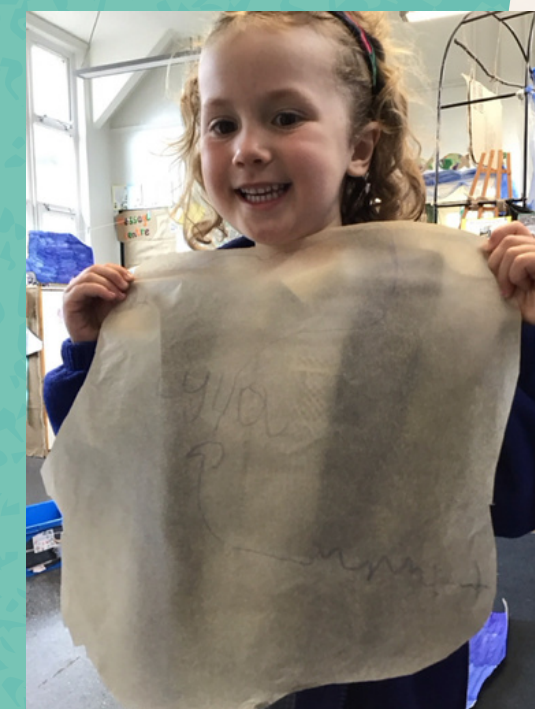
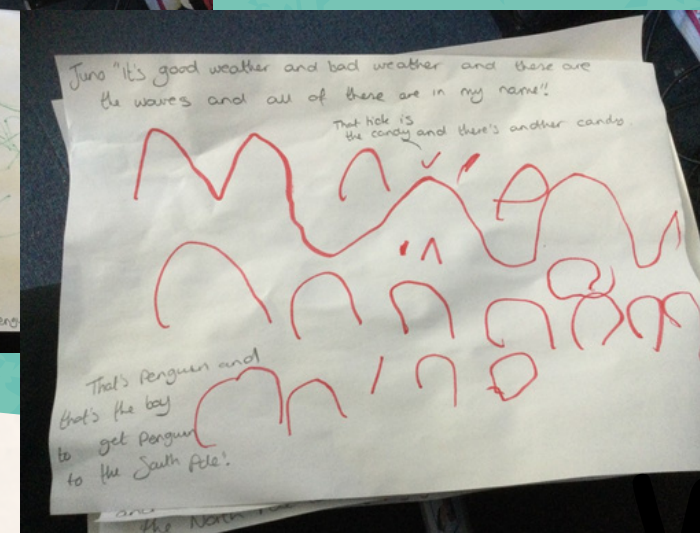
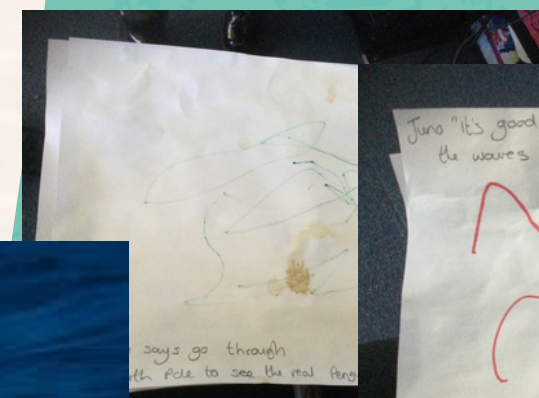
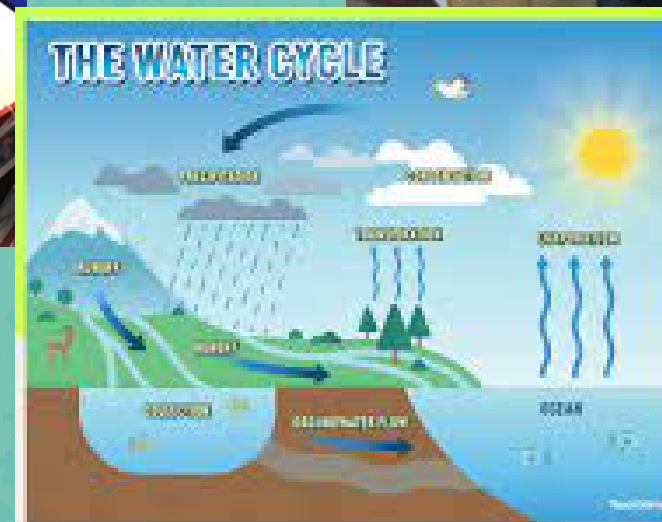
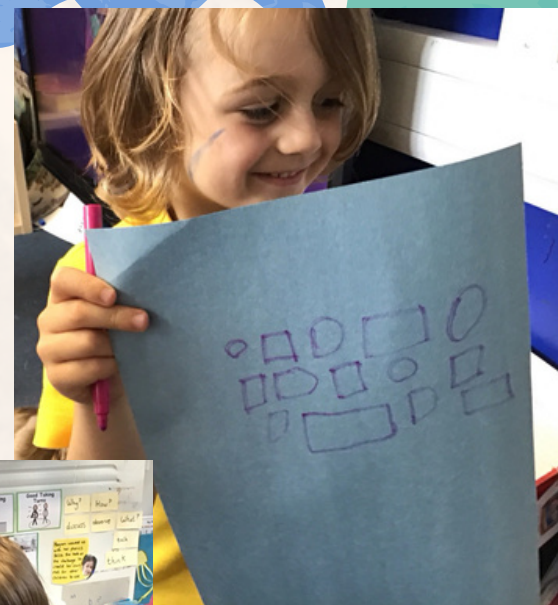
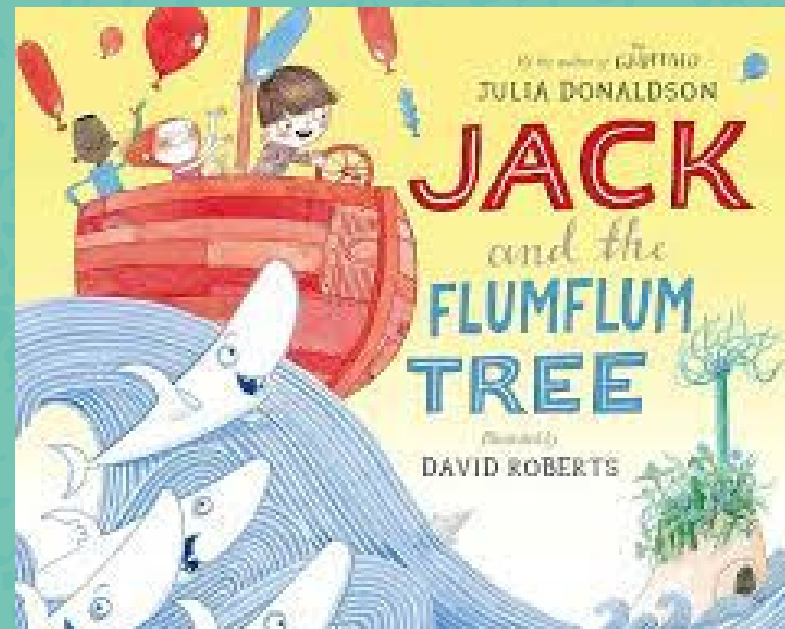
ACTIVATES CHANGE IN NEUROLOGICAL SYSTEM

ALLOWS CHILD TO CALM DOWN
PHYSIOLOGICALLY AND PSYCHOLOGICALLY

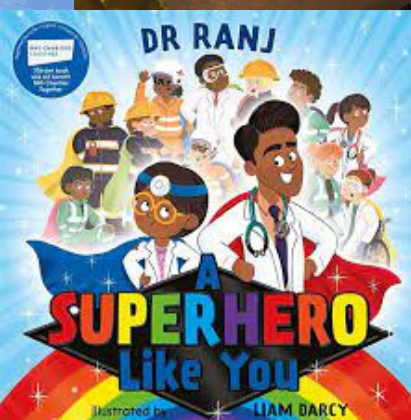
Restorative Approach

PROMOTES EMPATHY,
COMPASSION AND
UNDERSTANDING AND
WORKS TO BRING A
SENSE OF
CLOSURE/REPAIR TO
DIFFICULT SITUATIONS.

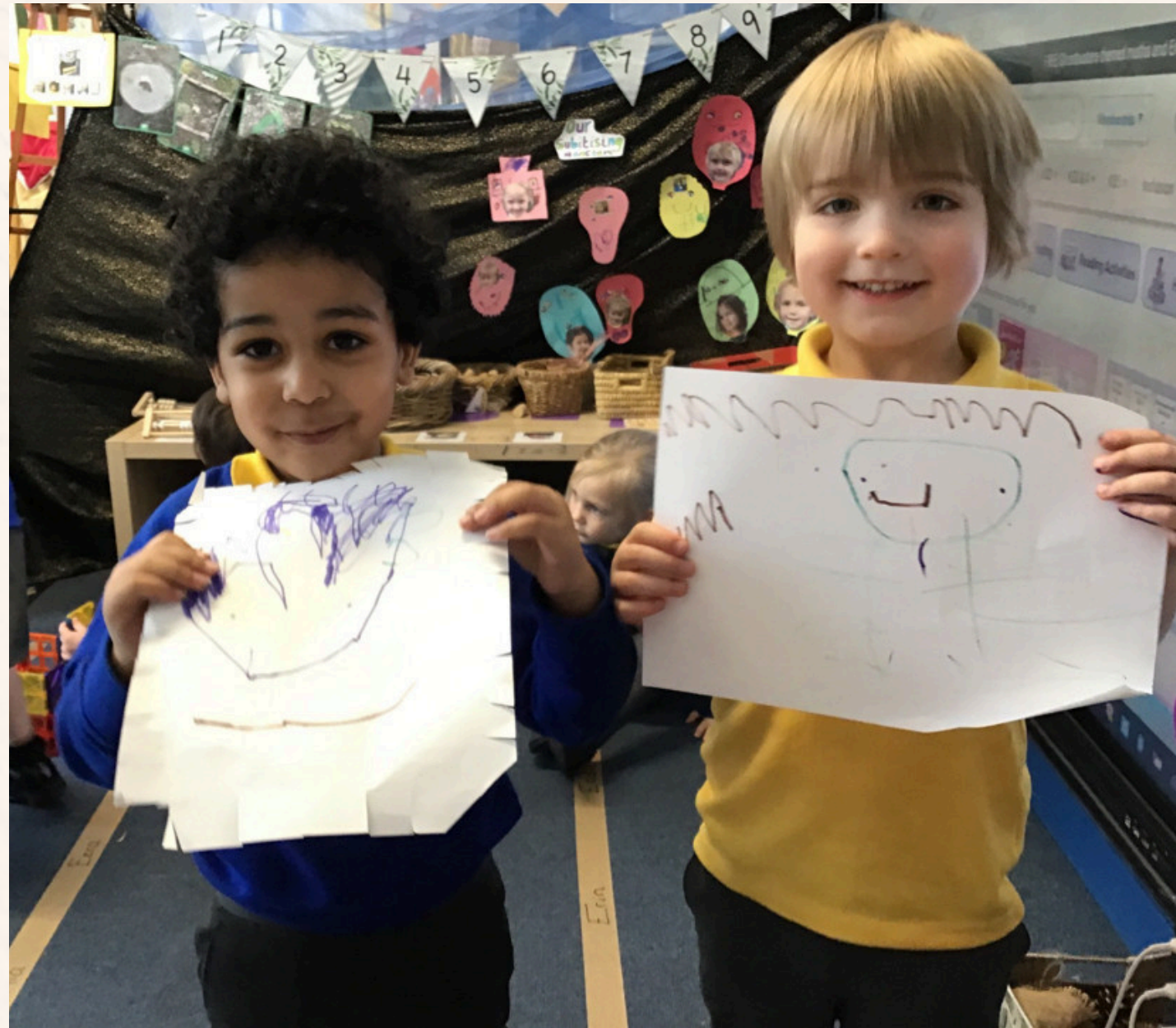
Curriculum in Action



WHO AM I?



Child's Interest



"MISS HOLMES HE'S MY FRIEND"
"COME ON MOHAMED LET'S MAKE MORE"

IT WAS SO BEAUTIFUL SEEING THE BOYS BOND TODAY AND PLAY TOGETHER.
THEY BOTH DREW LOTS OF BOWSER'S TOGETHER AND HAD LOTS OF SMILES.

Freeflow - What happens?

WHAT?

Extended period of time in the morning and the afternoon where children have the freedom to decide where they want to learn and play and what they want to do...

WHY?

- Utilize different spaces
- Space to innovate, experiment and assess
- Cultivates cooperation and acceptance
- Promotes active involvement and willingness to play and experiment
- Find their own strength, offering them a level of freedom and independence

BENEFITS

- Increased independence for children to play and set their own learning path.
- Wide variety of opportunity for children to enhance their creativity and imaginative thinking.
- Better chance for children to bolster their relationships with their environments that surround them, as well as their peers and practitioners.
- Practitioners observe children's development without interference, providing a more true to life insight

Freeflow - What happens?



- QUALITY INTERACTIONS
- HIGH QUALITY ENTICING PROVISION THAT EXTENDS AND CHALLENGES ALL CHILDREN
- PURPOSEFUL ADULT LED FOCUS ACTIVITIES
- OPPORTUNITIES FOR CHILDREN TO PURSUE THEIR OWN INTERESTS



Early Literacy

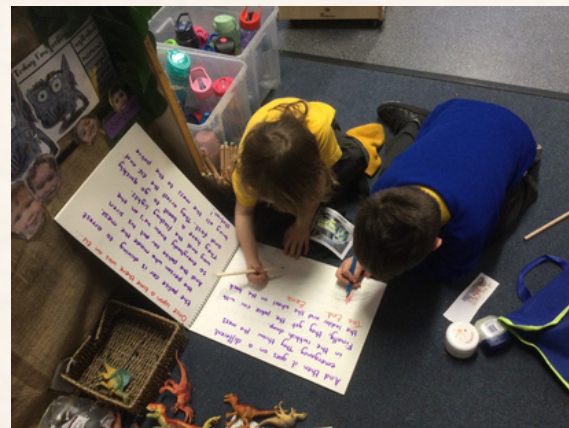
01

Three Books a Day



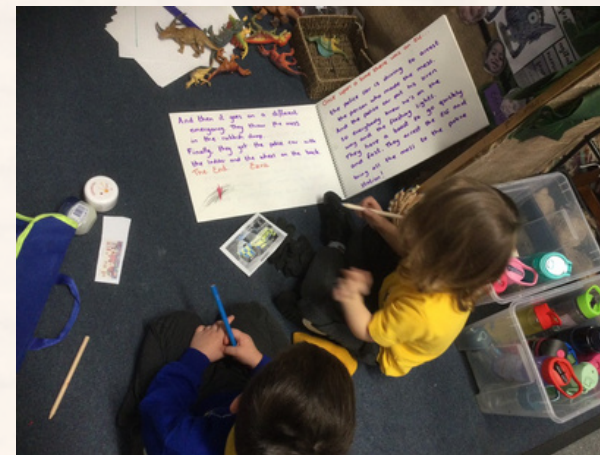
02

Storytelling



03

Shared Reading



04

Singing



05

High Quality Interactions

06

Sustain Shared Thinking

Two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate an activity, extend a narrative

07

Early Phonological Awareness

08

Early Intervention

To 'read' in all it's glory!

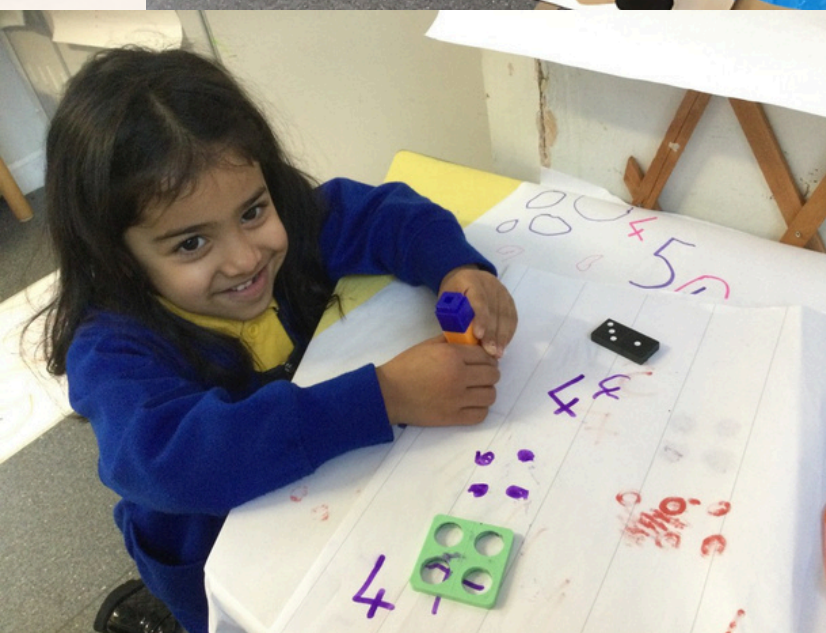
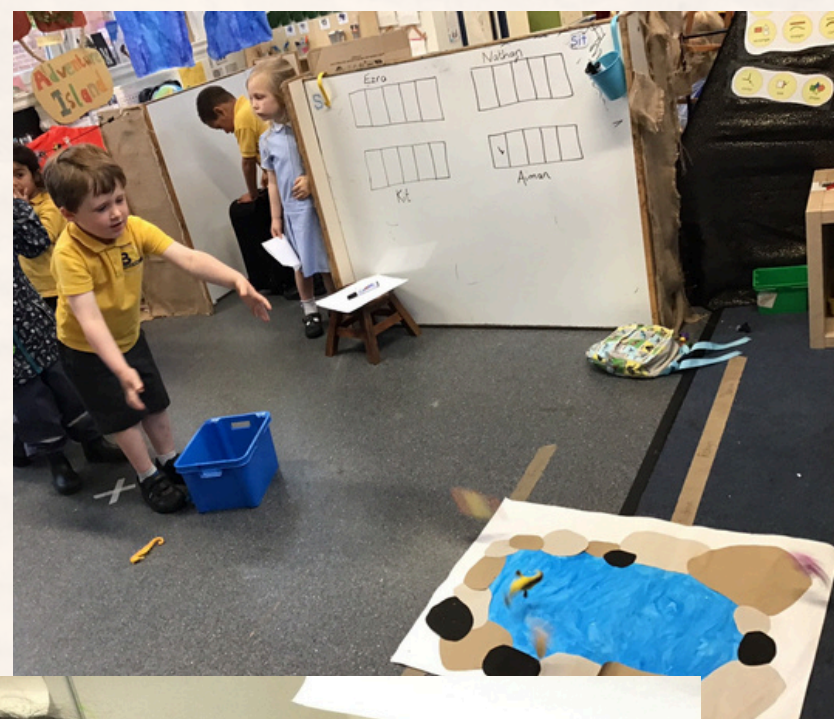
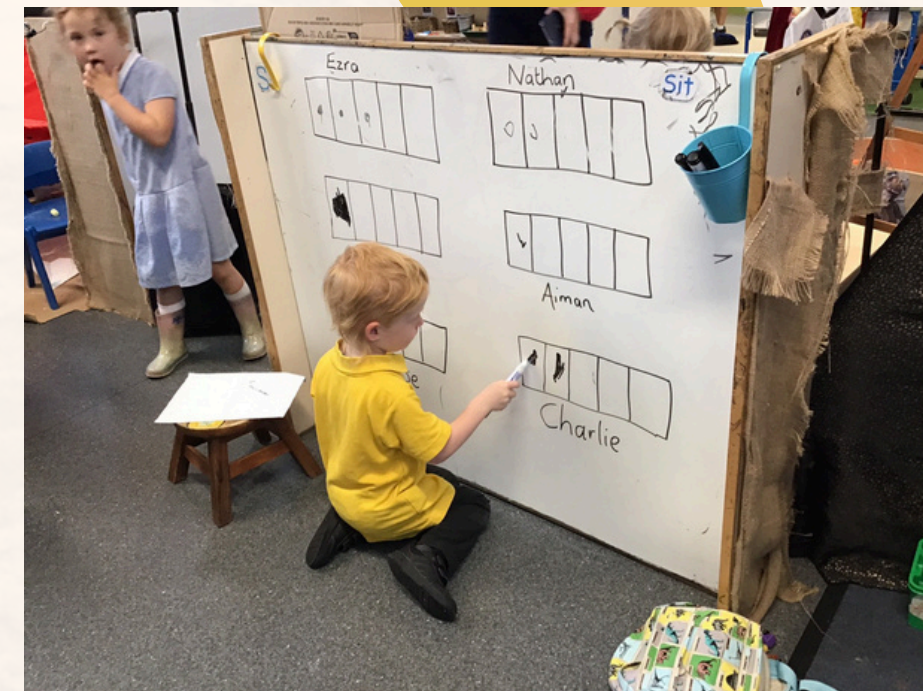


"THERE ARE MANY PICTURE BOOKS WHICH YOUNG CHILDREN APPEAR TO 'INHABIT'. THEY 'BECOME' THE BOOK. THIS IS SO CRUCIAL IN THE PROCESS OF HOW CHILDREN LEARN WHAT IT MEANS TO 'READ' – IN THE FULLEST SENSE OF THE WORD"



Maths

Subitising



Arrive suddenly!
Subitising comes
before the incredibly
important skill of
counting.
Innate skill.
Used by ancestors!

A good grounding in
subitising, has a
profoundly positive impact
on children's
understanding and ability
to add, subtract, multiply,
divide and work with
fractions



Multilingualism is an Asset



A group of children are playing in a grassy park. In the center, a boy in a white t-shirt has his mouth wide open in a shout or cheer, with his right arm raised. To his left, another boy in a white t-shirt is also shouting with his arm raised. In the foreground, the back of a girl's head and shoulders are visible; she is wearing a red top. To the right, another boy in a white t-shirt is looking towards the center. The background is filled with lush green trees under bright sunlight. The image is decorated with abstract geometric shapes in the corners: a yellow and blue patterned shape in the top-left, and a teal patterned shape in the top-right. A white rounded rectangle with the text 'Practical Information' is positioned at the bottom center.

Practical Information



3 Form Entry

Open Plan

26 Children per class

1 Teacher 1 TA

All children have

base class

Transition

TRANSITION 'WELCOME' DAY

- WEDNESDAY 3RD JULY
- 1HOUR SLOT
- FAMILIES AND CHILD WELCOME

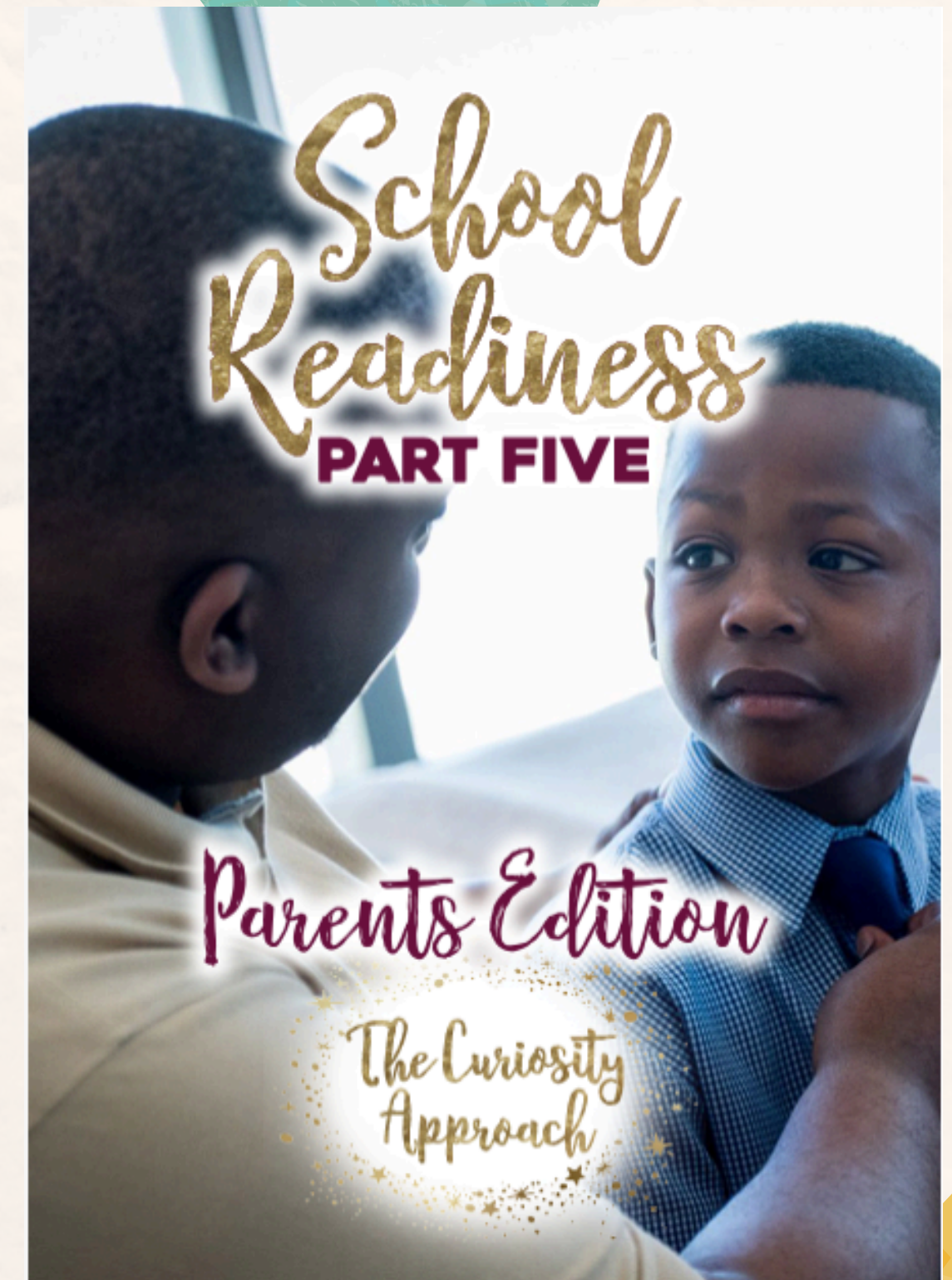
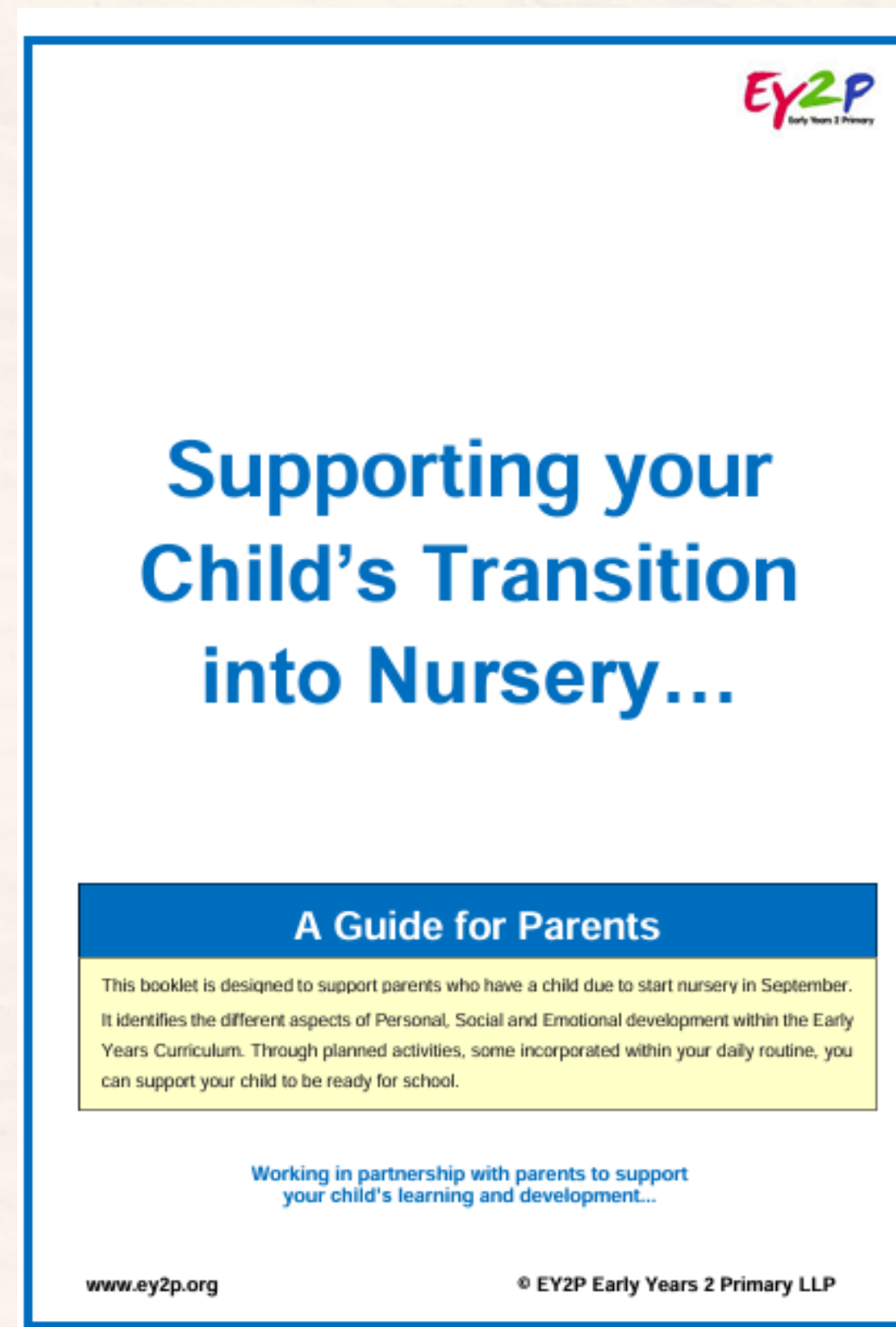
HOME VISIT

- SHARE YOUR KNOWLEDGE AROUND INDIVIDUAL PREFERENCES, NEEDS AND INTERESTS
- GET TO KNOW EACH OTHER IN AN ENVIRONMENT SAFE AND FAMILIAR

GRADUAL ADMISSION

- ENSURES SMOOTHEST TRANSITION
- CHILDREN DEVELOP THE MOST POSITIVE RELATIONSHIPS AND ATTITUDES AS THEY ADAPT TO THEIR NEW ENVIRONMENT.
- POSITIVE IMPACT ON LONGER TERM DEVELOPMENT

Transition



Lunch, Milk, snack

LUNCH



- SCHOOL LUNCH OR PACKED LUNCH FROM HOME
- IN-HOUSE KITCHEN - TWO COURSE NUTRITIOUS AND HEALTHY
- WONDERFUL CHOICE OF HOT AND COLD OPTIONS

MILK

- ALL CHILDREN UNDER 5 ARE ENTITLED TO A FREE 189ML PORTION OF MILK PER DAY
- MUST REGISTER ONLINE

SNACK

- DAILY SNACK THROUGHOUT THE YEAR
- THROUGHOUT AUTUMN TERM WE OFFER ADDITIONAL SNACK

Daily Timetable

MORNING

REGISTER (IN BASE CLASS)
SHORT LEARNING SESSION IN BASE
CLASS (ENGLISH, MATHS, PHONICS,
C&L, THE WORLD)
FREEFLOW - INDOORS AND OUTSIDE
(1HR 5 MINUTES)
TIDY
SHORT LEARNING SESSION
LUNCH



AFTERNOON

REGISTER (IN BASE CLASS)
SHORT LEARNING SESSION
(ENGLISH, MATHS, PHONICS, C&L,
THE WORLD)
FREEFLOW (50 MINUTES)
SNACK AND CHAT
FREEFLOW (40 MINUTES)
TIDY
SHORT LEARNING SESSION
HOMETIME

Uniform

IMPORTANT TO INSTILL A SENSE OF
PRIDE, SELF-CONFIDENCE AND
BELONGING

IMPORTANT CHILDREN ARE COMFY

MESSY IS TO BE EXPECTED

IMPORTANCE OF A BOOK BAG



Where?

MONKHOUSE -
CHEADLE

MCS STORES -
DIDSBURY

PTA - GOOD QUALITY
SECOND HAND



Tapestry

Local & Standards charity plant sale!

Edit

View History

Export


Like



- SHARE AND CELEBRATE
- STRENGTHEN FAMILY-SCHOOL RELATIONSHIPS
- ENHANCES CHILDRENS EXPERIENCE AND SUPPORTS DEVELOPMENT

Home Learning



- HALF TERMLY GRID
- ENJOYABLE AND ENGAGING IDEAS TO SUPPORT LEARNING





BR
BEAVER ROAD
PRIMARY SCHOOL

WHAT IS UNDER THE SEA?


THIS HALF TERM WE WILL DIVE DEEP INTO LEARNING ALL ABOUT OUR OCEANS.

<p>Every week We encourage as much reading to children as possible to instill a lifelong love of books and reading.</p> <p>Encourage mark making and writing in fun and engaging ways, using the child's interest and fun fine motor activities – Building Fine Motor Skills Through Play</p> <p>Support your child to recognise their name – Creative Ideas to help</p> <p>When hearing and recognising sounds with your children in everyday activities and on adventures, please remember to use pure sounds – How to pronounce pure sounds</p> <p>Tapestry ONLINE LEARNING JOURNAL</p> <p>We love seeing what you are learning and playing at home, please upload to Tapestry. It doesn't have to be something from this learning at home grid or related to our topic. We love seeing and sharing all learning, experiences and adventures.</p>	<p>Reading</p> <p>These are our focus texts for Sum one. What other books do you love linked to our Under the Sea theme? Could you share them with us on Tapestry so we can enjoy them together in class. What creative stories could you tell at home? Go on an under the sea adventure to storyland.</p> 	
<p>Writing It is essential at this stage of the children's writing journey to not push for too much too soon. Children need good gross motor and fine motor control, alongside expressive language to enable them to write. The fine motor and name ideas above will support your child well.</p>	<p>Speaking and Listening/Storytelling Storytelling is a central focus in Nursery and we will be spending even more time in Story Land this half term. Try it at home. 1. Put some music on – we like using the 'UP' theme tune 2. Choose a character, item and a setting (it is useful to have these as a visual) 3. Together, create your adventure and tell a</p>	<p>Geography Attenborough's Message for World ocean Day Watch David Attenborough's clip up until 1:30 mins. <i>*please be aware from 1:30 mins the video moves to a more sombre feel, talking about how humans have taken the oceans for granted. We want to forewarn you of this as it is a family choice whether you want your child to</i></p> 

Science

Can you explore different habitats on your adventures? What animals will you meet? How do they adapt to their environment?



HABITATS


[Bud's Number Garden](#) - a BBC game to help children practise recognising, counting, ordering and sequencing numbers.

[Craft Ideas - Make a flower](#) watch how to make some wonderful flowers that will last forever.

[Rhyming Game](#)- develop your rhyming skills by playing Hickory Dickory Dock


Design & Technology

Save some cardboard boxes from an online order, or ask a local supermarket if they have some to spare. Use them to build your favourite mode of transport. Where will you go on your adventure? Will you build a rocket, a boat, a plane, a car or something else? Ask your family members if they would like to come with you? What will they need? Do you need to make some tickets? Do they need a packed lunch?





Geography/ History

Discuss with your child, what adventures you have already been on. Where have you visited in the world? What was it like? Can you find them on a map?



Art/ Music

Draw a picture of your favourite adventure. Where did you go? What did you do? Have a go at labelling some of the things, people or places in your picture, or ask your grown up to write down the things that you say. Bring it to the Nursery with you to show your class, or post it on Tapestry. We can't wait to see it! 😊

Make up a song about your adventure: How did you get there? You could adapt the song "The wheels on the bus go round and round" to suit your mode of transport (e.g. "the people on the boat bob up and down"). Feel free to make a video of your song and put it on tapestry, or share it with us

PD – Get Active

[Cosmic Kids Yoga - We're Going on a Bear Hunt](#)

Make the most of the summer weather and take a trip to the local park. *Did you know that climbing, swinging and sliding are all ways of helping to develop muscles used in writing?*

Get your children to make their own treasure map for the garden and then follow it outside to find the treasure.

Help to keep the house tidy dusting and sweeping up are great muscle developing skills (and they're helpful too) !

Create an obstacle course in your own garden - can you incorporate hopping, skipping and jumping into it?

OTHER USEFUL INFO:

DROP OFF AND PICK UP

- 8.50AM DROP OFF
- 3.10PM PICK UP

PART TIME ON WEDNESDAY:

- 11.10 PICK UP
- 12.30 DROP OFF

COATS, SUITS, BOOTS, SPARE CLOTHES



OTHER USEFUL INFO:

FAMILY ADDITIONAL
CONTRIBUTION



SUGGESTED



Thank you!



Play is often talked about as if it were a relief from serious learning, but for children, play is serious learning. Play is really the work of childhood.

Fred Rogers • Artist: Lucelle Raad

Fred is trying to tell us something critical about children here, and if we have our education-teacher hats on we might miss it. Play is to children like breathing, walking and talking - it's universal. The human child learns and constructs the foundations for success, including success in their abstract symbolic learning, by playing. Work is regarded as 'serious stuff' by adults, and so is 'learning', so Fred - and Maria Montessori - hoped that by calling play "children's work" we would get it. Get it?

Thank you!

