

Welcome to Sunbeams FS1



Meet the Team



Mrs Lynn Rowles
Early Years Teacher and EY Leader



Mrs Sinead Pinchen
Early Years Teaching Assistant &
Extended Day Care Leader (EDC)



Mr David Ramsay
Early Years Teaching Assistant

Exciting Times Ahead!

- Learning another language
- Barnaby Bear
- 'Stay and Play' sessions
- Christmas Performance
- Easter Bonnet Assembly
- Nursery pets
- Baking Station
- Trips
- Forest School



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

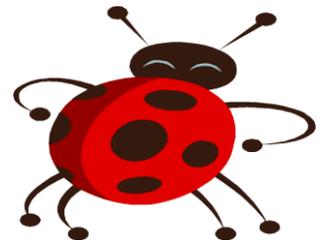
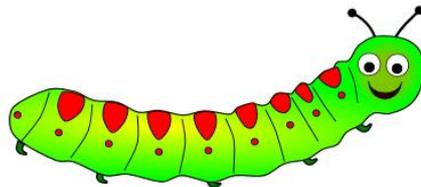
www.testingmom.com



Organisation of our Nursery

- In the Nursery, we aim to create a rich, stimulating "learning climate" and environment- the most appropriate in which 3 and 4 year olds live and learn.

Children's work
is their play.
Children learn
from everything
they do.





Learning Outdoors



Typical Day



The Snack Café

Thank you
for your
contributions
to
our snack
fund.





The Curriculum



A high-quality nursery education is about much more than colours and shapes, numbers and letters.



Typically, start at 22-36 months secure and end at 40-60 months emerging.

Playing and Exploring, Active Learning, and Creating and Thinking Critically support children's learning across all areas

Personal, Social and Emotional Development: Self-confidence and self-awareness			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> • Separates from main carer with support and encouragement from a familiar adult. • Expresses own preferences and interests. 	<ul style="list-style-type: none"> • Recognise that children's interest may last for short or long periods, and that their interest and preferences vary. • Value and support the decisions that children make. • Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. • Be aware of cultural differences in attitudes and expectations. Continue to share and explain practice with parents, ensuring a two-way communication using interpreter support where necessary. 	<ul style="list-style-type: none"> • Discuss with staff and parents how each child responds to activities, adults and their peers. • Build on this to plan future activities and experiences for each child. • As children differ in their degree of self-assurance, plan to convey to each child that you appreciate them and their efforts. • Consult with parents about children's varying levels of confidence in different situations. • Record individual achievements which reflect significant progress for every child.
 30-50 months	<ul style="list-style-type: none"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<ul style="list-style-type: none"> • Encourage children to see adults as a resource and as partners in their learning. • Teach children to use and care for materials, and then trust them to do so independently. • Ensure that key practitioners offer extra support to children in new situations. 	<ul style="list-style-type: none"> • Seek and exchange information with parents about young children's concerns, so that they can be reassured if they feel uncertain. • Vary activities so that children are introduced to different materials. • Make materials easily accessible at child height, to ensure everybody can make choices.
 40-60+ months	<ul style="list-style-type: none"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. <p>Early Learning Goal Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<ul style="list-style-type: none"> • Encourage children to explore and talk about what they are learning, valuing their ideas and ways of doing things. • Offer help with activities when asked but not before. • Intervene when children need help with difficult situations, e.g. is experiencing prejudice or unkindness. • Recognising and enjoying children's success with them helps them to feel confident. • Support children to feel good about their own success, rather than relying on a judgement from you such as wanting a sticker. 	<ul style="list-style-type: none"> • Give time for children to pursue their learning without interruption, to complete activities to their satisfaction, and to return to activities. • Provide experiences and activities that are challenging but achievable. • Provide opportunities for children to reflect on successes, achievements and their own gifts and talents. • Provide regular opportunities for children to talk to their small group about something they are interested in or have done. • Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions.

Areas of Learning and Development

There are seven areas of Learning and Development. These are divided into **Prime** areas and **Specific** areas. All of the areas are of equal importance.

Prime Areas

- Personal, Social, Emotional Development
 - Communication and Language
 - Physical Development



Self Confidence



Making Relationships



Personal, Social,

Managing Behaviour

Emotional Development

Managing Feelings



Self Awareness



Health and
Self Care



Physical
Development



Moving and
Handling



Communication and Language



Speaking



Understanding



Listening and
Attention

Areas of Learning and Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These four areas include essential skills and knowledge which children need to participate successfully in society.

Learning Journals

- We would also like you to add to these by completing our achievement sheets or a WOW note when your child does something amazing!



What could your WOW moments be?

Putting shoes and socks on independently and dressing independently

- Sharing and turn taking

- Kicking or catching a ball

- Links to next steps -progress e.g. holding a pair of scissors and then cutting using a pair of scissors

Collection Arrangement

- * At the end of the session we will only allow your child to be collected by people that you have authorised to do so.
- * If you are late, please go to the office to collect a pass.
- * Please make sure we are notified of any changes



Medical Needs



- Dietary/Medical Requirements: Please ensure your child's class teacher is informed of any special dietary requirements, food allergies or medical needs.

* Illness and Medicine

Our Behaviour Policy



Other Information

- Communication
- What should my child wear for nursery?
- Toys
- Bringing in cakes and sweets
- Holidays
- Information Pack
- EDC

The first few weeks

We have been finding out what the children already know and can do and use this information to help us develop our planning.

Play is children's work and playing hard is very tiring! Your children may be really exhausted and perhaps a bit grumpy when they come home - please make allowances.

You'll want to know what your child has been doing for 3 hours. "Don't know - Nothing - Just playing", are common replies! Keeping you informed

You will be invited to discuss your child's progress & adjustment to school within the first term.

Other ways you can help at home...

- Encourage them to be independent and learn how dress themselves and manage the fastenings on their clothes.
- Share stories and songs at home
- Sing songs and play games together
- Practise counting in everyday situations
- When your out and about look out for and discuss numbers, letters and shapes in the environment
- Involve your child in everyday task such as writing shopping lists, paying for items, laying the table at home, pairing the socks!

And finally...

- We hope that you will very soon feel that you and your child “belong” here, know and understand what Nursery is all about and enjoy the experiences which we invite you to share with us.

