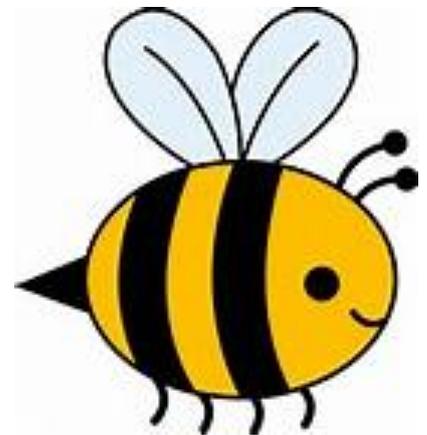




Welcome to
Pre-school
Our Busy Bee's room



Your child has now moved into the pre-school room and it's time for us to make sure they will be ready when it's their time to move to school.

We are excited to work with you as parents and carers to support your child's learning and development and to make sure they are ready for 'big' school next September.

As a staff team we look forward to working together to make pre-school a fun, happy and rewarding experience for you and your child.

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) ensures that children from birth to five learn and develop well and are kept healthy and safe. The Reception Year is the final part of the EYFS.

The EYFS promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills, providing a good foundation for future progress through school and life.

(DfE Statutory Framework for the Early Years Foundation Stage)

Learning within the EYFS is split into 7 areas of learning and development:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (CL)
- Physical Development (PD)
- Literacy (L)
- Mathematics (M)
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

Delivering the EYFS

Children access a range of activities and experiences which cover all areas of learning and development

Free-time is when children can move freely between the areas of the unit. This time allows children to extend, repeat or explore an activity of their choice (child initiated).

Practitioners at this time will make observations of the children's embedded (secure) learning or support them to move their learning on.

EY Log

Your child's day is carefully planned to give a balance of adult-led and child-led activities. We try to adapt the planned activities to individual children in order to reflect their particular skills, interests and development needs. This means that the staff observe what each child is doing and record this so they can think about what it means and what the next steps should be. The staff record their "observations" in what is known as a "learning journey". This is a collection of different documents prepared by the staff to provide a picture of a child's development under various areas of learning such as Physical Development, Communication & Language, etc.

While there is a statutory need to record and monitor progress, we also need to ensure that this process doesn't get in the way of actually interacting and playing with the children - nobody wants to see the staff following children around with clipboards!

We use a system called eyLog which allows staff to capture a photo, a video clip or a voice recording as well as written notes using a tablet computer and to assign this to one or more children. These observations from staff members are then uploaded to a secure web-based learning journey to which you as a parent would also have access to! Welcome to the world of online learning journeys!

We believe that using online learning journeys will allow both a rich body of evidence to support our partnership with parents and to help us plan for individual children's development, and of course a wonderful keepsake for you to share with your child.

The eyLog website (<https://eylog.co.uk>) has more information as well as a list of FAQs. Please have a look to find out more about this exciting development.

Developing Independence

As your child moves into pre-school we shall help them to develop their independence skills and boost self confidence.

Some things you could also help develop at home too could include: (These are only suggestions and are not compulsory).

- Give them time to take off and put on their own coat.
- Allow them to try and get undressed and dressed
- Encourage them to go to the toilet on their own and to flush the toilet and wash their hands
- Share toys and games with others
- Begin to use a knife and fork for eating meals
- Drink from a cup not a beaker
- Pour their own drink
- Put on their own shoes

Speaking and Listening

Listening is a very important skill to assist in development in all areas. Children need to practice talking to adults and other children so that they can build up the skills which are needed to enable them to use language confidently.

Where possible try to:

- Use the correct word for an object or item – “horse” , not “horsey”
- Encourage children to ask questions
- Answers their questions
- Ask them questions .Give them time, up to 10 seconds to answer.
- Talk about your activities and days out



Poems and rhymes can make language fun for young children. Remembering and repeating them gives children a store of language to use and also builds up their pleasure and confidence in using it. So the next time that they ask for the same story over and over, remember they are learning to repeat spoken words and develop skills and knowledge so don't worry if you think it is repetitive.

Phonics is Fun

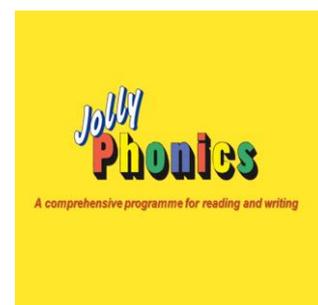
We follow the Letters and sounds phonics programme set out by the DfES. This is continued throughout the whole nursery and we use Jolly Phonics alongside the programme.

Jolly Phonics is a fun and child centred approach to teaching literacy through synthetic phonics. With actions for each of the 42 letter sounds, the multi-sensory method is very motivating for children and teachers, who can see their students achieve. The letter sounds are split into seven groups as shown below.

Letter Sound Order

The sounds are taught in a specific order (not alphabetically). This enables children to begin building words as early as possible.

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar



Visit the website: www.jollylearning.co.uk

If you would like more information on how to support your child's early reading and writing, please pick up a booklet in reception for you to keep

Writing

In pre-school we don't just use writing implements to write and mark make, we develop skills for this purpose during music and movement sessions, while playing in the sand, and many more.

However, we are aware that every child develops at different rates, and some children may also be requesting or starting to write their names.

Some important information we would like to point out are:

- Only use capital letters at the beginning of a name or sentence
- Ensure they have a thumb and index finger grasp when holding writing implements, as habits are hard to break

Alphabet table

Every week, we set up a table of objects that begin with a particular letter and use interesting objects, including those from other cultures, and label each one using lower-case letters.

We make the table accessible to several children at once and make it part of daily routine to discuss the objects.

Staff emphasise the letter of the week when words with the same initial sound crop up during daily activities and play simple alliteration games by encouraging the children to think of adjectives for the objects, for example: a purple penguin, a big box.

Staff will let you know which letter sound we are practicing and provide you with a copy of the jingle sheet to take home so that you can join in with your child's singing. We may ask children to find objects at home starting with the same letter sound, but we promise we will return all items.

Name cards

We use children's name cards during daily routines, such as coat pegs, self-registration and lunchtime, and place them in the writing area. Staff encourage children to look at their names around the room and help them to copy the shapes of the letters and to recognise the sounds.

Reading

Learning to read is a lovely sharing process. We are not expecting your pre-schooler to be reading but instead have an understanding of books stories and tales. Having an understanding that books can help us to find out things and most of all that we can share them with friends and others.



When sharing a book:

- Make it a happy time
- Use your voice for characters and make the story more enjoyable.
- Talk about the pictures with your child.
- Discuss the story – what could happen next, what was the best part etc
- Don't be worried about reading the same story over and over
- Listen when your child tries to retell the story or talk about a similar book they may have read.

Mathematics

You can help to develop your child's knowledge and understanding of numbers in many practical ways by counting whenever the opportunity arises, such as climbing the stairs, setting the table, looking at numbers and shapes in the environment. Stories and songs can also help in this area. Comparing weights of the shopping items from the shopping bag can be a great way to help encourage little ones to help and also develop a knowledge of mathematical language such as taller, larger, wider or heavier.

Outings

We like to get out and about with the children to explore our local area. It's a great opportunity to look for letters and numbers on road signs and doors, play at a park or buy fruit from the market for smoothie making. Children wear high visibility vests and are closely supervised at all times. These outings develop confidence and self-esteem.

PE sessions

As the term progresses we do a basic physical education session with the children. By doing these sessions we are practicing for school PE and independent undressing and dressing for school P.E. This reinforces the transition to school.

For those children moving to school in September we will let you know when they start these sessions and all we ask you to provide is a t-shirt, a pair of shorts and sports shoes (plimsoles are ideal). These do not have to be as school P.E kits, just everyday clothes to allow your child to change into.

Graduation

At the end of the summer term we get ready to send your child onto their next adventure at school. We hold a small graduation ceremony, to which yourselves as parents and carers are invited to celebrate with us. It is a special time of year for us all to celebrate.

A few reminders...

- Please return any clothes your child has borrowed from pre-school
- Please ensure your child's clothes are labelled.
- Children to bring a small rucksack if required with a change of clothes
- Please check the parent's board regularly for any upcoming events or parent notices
- Please feel free to make an informal appointment to come and chat to us if you ever have any queries.
- Encourage your child to be more independent in the toilet, e.g. washing hands and wiping bottoms!
- A named lunch box, unless having dinners
- Appropriate named outdoor clothing – depending on weather- a sun hat, scarf,
- A pair of named wellies – we try to get out in all weathers
- Medication – prescribed only and in their original packaging which is dated.

Food

Breakfast - is a selection of cereals, toast and milk or water.

Snack – children help to prepare snack by cutting cucumber, peeling fruit or buttering crackers

Lunch – children can either bring a packed lunch or have a hot 2 course dinner

Afternoon snack – fruit or biscuit

Tea – children help to prepare tea which may involve buttering crumpets, making sandwiches or mixing ingredients to make cakes.

We follow government guidelines to ensure children eat the right portion to stay healthy. A copy of our menu can be found on the website www.parklanekids.co.uk

Pre-School Routine

7.30	Children arrive and start their day with free-flow in ladybirds before moving upstairs at 8am
8.00	Children get their things and move them upstairs. They find their name which is on the gate and add it to the self-registration board. They are encouraged to hang up their own bags and coats on their named pegs and put their water bottles in the box.
8-9	Breakfast bar is open for free choice of food and drinks. The room is set up to encourage free-play and adult intervention where required to support children's learning and development.
9.15am When all children are present	All children find a place on the floor ready for circle time. Staff introduce new words while teaching about the weather, days of the week and number practice by counting how many children there are. Children are encouraged to share experiences from home and show and tell toys from home. They sing the 'hello' song and listen to their friends taking turns talking and singing.
9.00	<p>Social circles – Small group time. Children participate in small group activities or song time, encourage communication and sharing experiences, also in gaining confidence with others.</p> <p>Free Play – Children can self select toys which they choose to play with.</p> <p>Adult led activity – Children participate in activities, which is led by an adult but takes into consideration adaption for abilities and interests of individuals.</p> <p>Role play – Theme based area where children can play freely around a topic and introduce their own ideas of play. Mark making can also be introduced into this area.</p> <p>Child initiated play – Each child can choose from activities available to them through self selection or those that have been planned and set out by staff for children to access as they wish</p> <p>Construction – Varieties of materials, blocks and resources available for free expression of constructing.</p> <p>Small world – Variety of toys and materials that children can relate to within their own experiences and wider environment</p> <p>Mark making – Offer free choice of mark making materials. This can be done within other areas and with a wide range of activities.</p> <p>Outdoors play – Free choice to develop all areas of learning.</p>
10.00	Snack bar opens – Children can pour their own milk/water. Talk about tastes, smells and texture of the foods they can select.
11.40	Tidy up time – Children participate in helping to tidy up and help others, being given positive praise and encouragement.
11.45-12	Circle and song time – Time for whole group stories and singing to teach children the importance of sitting still and paying attention in readiness for school.
12.00	Dinner time – independence with toileting and washing hands, promoting hygiene with positive encouragement. Those children having a hot dinner serve the food and try new taste. The use of a knife and fork is promoted and assistance given when required.
12.30-3.00	As am session
2.30	Snack bar opens – Children can pour their own milk/water. Talk about tastes, smells and texture of the foods they can select.
3.00-4.30	Focused activities – small outing weather permitting, games, music and movement sessions and quiet time.
4.30	Tea- independence helping to select and make their own tea alongside school children
5.00-6.00	Free-play for all age groups. Parents returning for collection will be given feedback about their child's day and any other relevant information.

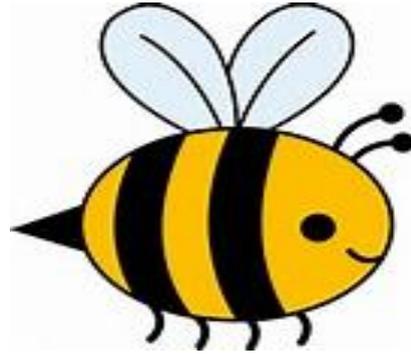
Staff

Iris Morris (room leader) – Level 3

Heather Wilson (SenCo) – level 3

Jann Goudie – level 3

Danni Franks - apprentice



We look forward to helping your child prepare for their journey to school and to working with you to offer whatever support your child needs.

Iris Morris (Room Leader)

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