



# Transition to Nursery

Grove Lea Primary

**"If it is to be, it is up to me!"**

- This meeting will hopefully provide you with an insight into our Nursery and the opportunities and experiences that your child can look forward to. We are all extremely proud of our school and committed to providing the very best possible education for all of our children. We know that Grove Lea Primary is a school where:

### School Rights

- To keep ourselves and others Safe
- To be Respectful
- To come to school and Learn

### Core Values- Also known as the 4C's

- Courageous
- Curious
- Caring
- Collaborative

# Mental Health and Well-being

- At Grove Lea Primary provide the children with a mental health and wellbeing curriculum. This has been delivered through themed sessions each half term.
- We as a school value the importance of MHWB in order to ensure that children have the best possible chances they need to be safe and happy.
- Please follow the link below, which outlines how we embed Mental Health and Well Being throughout the curriculum, as well as the additional support we will offer for any children who may need it.

[Mental Health & Wellbeing - Primary School –  
Grove Lea Primary School \(ipmat.co.uk\)](https://www.ipmat.co.uk)





# Meet the Team



Mrs Henshall  
Executive  
Headteacher  
(Safeguarding Lead)



Mrs Wilson  
Deputy Head



Miss Litchfield  
Learning Mentor



Mrs Dransfield  
Special Needs  
Coordinator

# Meet the Team



Mrs Wilson  
Foundation Stage Leader,  
Nursery Teacher



Miss Liversidge  
Teaching Assistant

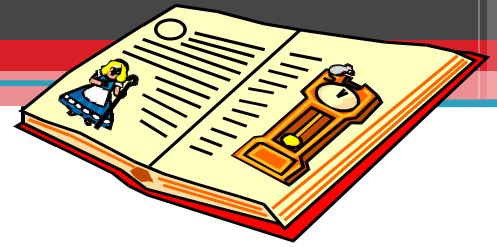


Mrs Fletcher  
Nursery Nurse

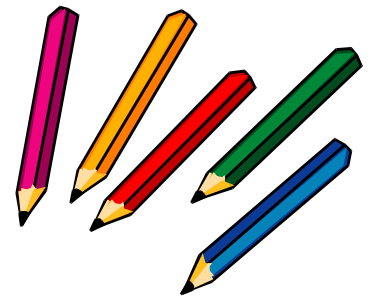


Miss Bower  
Teaching Assistant

# The Curriculum



- We follow the Early Years Foundation Stage Curriculum
- This curriculum is delivered through play with each child's interests and needs being at the centre of all our planning. Activities change weekly to support children's learning around the theme of that week.
- The staff will spend time observing your child to find out their needs and interests



# Child Initiated Play

- For most of the session children choose from the different learning areas inside and outside.
- They can access resources freely which allows them to follow their own interests, build their skills in problem solving and develop their ideas at their own pace.





## The adults role

- During a session the adults' main role is to observe and support children in play.
- This helps us to extend their learning, to gain ideas to include in future planning and provides opportunities for us to assess understanding.



# We encourage independence

We encourage children to:

- take off and put on their own coat
- change their own shoes
- use the toilet and washing hands independently
- become more independent in play,  
taking turns and asking for and sharing toys

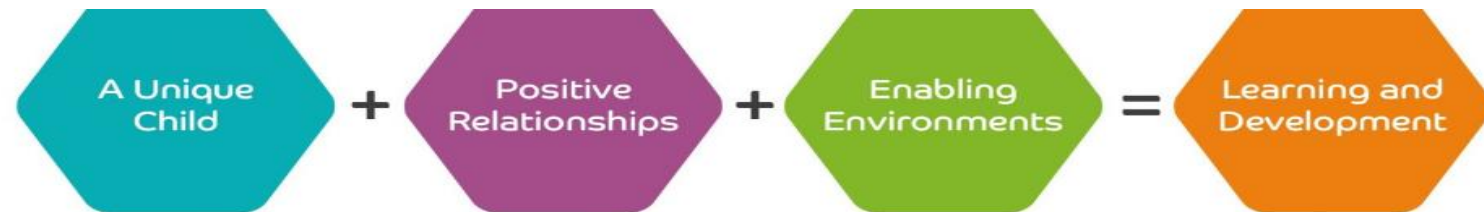
In your packs you will find a **readiness checklist** to support your child in preparing for coming to Nursery.

# Floorbooks

- Each area of learning has a floor book to record WOW moments in learning throughout the Nursery year
- Photographs will be regularly taken and added along with annotations across all aspects of learning in the class floorbooks.

# Learning in the Early Years





Every child is a **unique child**, who is constantly learning and who can be resilient, capable, confident and self-assured.

*EYFS Statutory Framework*

Children learn to be strong and independent through **positive relationships**.

*EYFS Statutory Framework*

Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.

*EYFS Statutory Framework*

(Recognise the) importance of **learning and development**. Children develop and learn at different rates.

*EYFS Statutory Framework*

#### Practitioners

- observe and understand each child's development and learning, assess progress, plan for and act on next steps
- support babies and children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

#### Positive relationships are

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's individual needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

#### Enabling Environments

- value all people
  - value development and learning
- They offer
- stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities
  - rich learning opportunities through play and playful teaching
  - support for children to take risks and explore

#### Learning and Development

Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning.

They foster the characteristics of effective early learning

- Playing and exploring
- Active learning
- Thinking creatively and critically

- Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

3 Prime areas-Communication and language, Physical development and Personal, social and emotional development.

As children grow, the prime areas will help them to develop skills in 4 specific areas. These are:

- Literacy, Mathematics, Understanding the world and Expressive arts and design.

Over the next few slides you will see what this looks like in the Nursery setting.





# Personal, Social, Emotional Development

Self Regulation

Managing  
self



Building  
Relationships



# Physical Development

## Fine Motor



Gross Motor



# Communication and Language

Speaking



Listening, attention and  
Understanding



# Literacy

## Writing



## Comprehension Word reading





# Mathematics



Number



Numerical  
patterns





# Understanding the World

People,

Culture and Communities



Past and Present



The Natural World





# Expressive Arts and Design

Being Imaginative  
and expressive



Creating with  
materials



# Ready to start Nursery

52 place Nursery and 30 place Reception class

Nursery sessions are 8.30am - 11.30am / 12.30pm - 3.30pm (30hrs children 8.30-3.30)




Children come into Nursery and move on to self-initiated activities.  
Drop off at the door / end of day children will be called sent to you in the playground.

## Collection Arrangement

- We appreciate if you could drop off and pick up as promptly as possible - Anyone arriving late will need to enter through the main office.
- We take the security of the children very seriously.
- At the end of the session we will only allow your child to be collected by people that you have authorised to do so (password)
- Please make sure we are notified of any changes



Days off school add up to lost learning!

|                    |                                      |                                 |   |
|--------------------|--------------------------------------|---------------------------------|---|
| 100%<br>attendance | 0 weeks of<br>missed learning        | Best chance<br>of success.      |   |
| 96%<br>attendance  | 1 week 3 days<br>of missed learning  | Well Done!                      |   |
| 95%<br>attendance  | 2 weeks<br>of missed learning        | Poor<br>attendance<br>Worrying! |  |
| 92%<br>attendance  | 3 weeks 1 day<br>of missed learning  |                                 |   |
| 91%<br>attendance  | 3 weeks 2 days<br>of missed learning | Very Poor<br>attendance         |  |
| 75%<br>attendance  | 9 weeks 2 days<br>of missed learning | Extremely<br>concerning!        |   |

# Attendance

- It is important that children attend each Nursery session to avoid lost learning.
- Holidays are not authorised during term time. Fines can be given to children once they reach the age of 5.
- It is really important that you contact us using the school number (01977 615080) if your child is unable to attend a session. Please ring before the session starts. If we do not hear from you a member of the team will contact you to ask for a reason for absence.
- If your child has sickness/diarrhea-48hrs before they can return after their last bout of illness



# Library Day



We visit the local library and share a story. We would love it if you could join us. You will be notified in advance before library visits. We aim for once every half term.





# Weekend Bears



# 50 things to do before you're 5!

- The 50 Things To Do Before You're Five mobile app gives parents and carers 50 low or no-cost experiences to support their child's social, emotional, physical and early language development.
- The app contains all the information, guidance and supporting resources to allow parents to build a **memory bank** of photos and videos, as a collection of their child's special moments.



# School Uniform

- School uniform (see pack for details)
- Please label all items of clothing (even shoes)
- Our logo is available through Tesco Uniform ([myclothing.com](http://myclothing.com)).

## Clothing

- Plain grey or black school skirt or trousers.
- Red and white checked dress or plain grey or black knee length tailored shorts in summer.
- White school blouse or polo shirt.
- Berry red cardigan or sweatshirt.
- White, black, red or grey socks/tights.
- Headbands, slides & bobbles in school colours (red/white/grey/black)



Plain black shoes or black trainers with no logos. No flashing lights please. If children come to school in boots or wellingtons, they will need to bring their shoes to change in to.

- Velcro shoes are easier to support independence as the children change into wellies for the outdoor / sand area at times.
- We do ask for a spare bag of clothes to be brought daily to the session. Just in case. We do also ask children to bring a pair of wellington boots with their name in to leave at school, as we do access the outdoor environment in all weather (we provide puddle suits). Jewellery is not permitted other than watches and one pair of small gold or silver stud ear-rings.

# Contact numbers and emergencies

- Please inform us of any changes to information especially phone numbers. We also require at least 2 emergency contact numbers please.



# Medical Needs



## Dietary/Medical Requirements:

Please ensure we are informed of any special dietary requirements, food allergies or medical needs

Inhalers-

If your child requires an inhaler we do need an inhaler that we can keep at school at all times, should they require it.



# The Snack Bar

50p each week  
for  
Snack  
Collected on a  
Monday



We support, encourage and observe children's independence within this area.

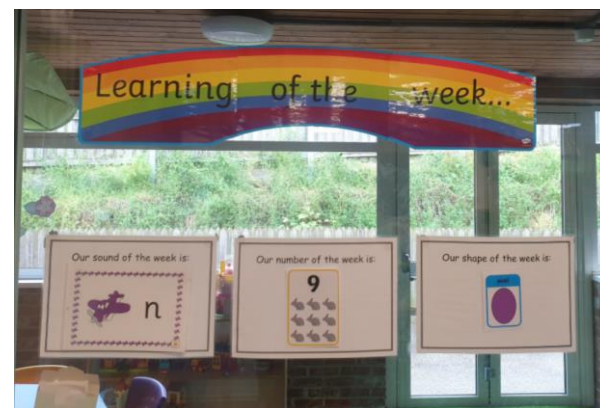
Your child is entitled to a free carton of milk each day. **We do also ask for children to bring in a bottle of water/juice each day labelled with their name.**



# Parental involvement.

Our aim at Nursery is to work in partnership with you. We have a variety of ways in Nursery that we can do this.

- Library visits and taking books / activities to share at home
- Coming into Nursery to take part in themed days
- Learning of the week activities
- Busy bags / story and number rhyme sack lending service
- Learning of the week



# How to help...

- Playing games that involve taking turns.
- Playing with children who are of similar age to develop social skills.
- Playing with Alphabet letters.
- Playing with cut out numbers so the child has an awareness of these.
- Using your child's favourite toys to role-play going to school.
- Painting and drawing, which involve sitting down for short periods of time.
- Constantly talking to your child and listening to their answers will be a really important activity and builds language skills and social skills.



- Sing Nursery Rhymes and songs that children like that have repetition in them as these will help them to remember new words.
- Telling or reading stories and poems to your child is an important part of developing an interest in reading. This should be an enjoyable experience for yourself and your child. You should aim to do this for a short period (e.g. 10 minutes at least) every day. When reading a story, encourage your child to talk about the pictures and identify characters.
- Let your child hold the book and turn the pages as you read the story.
- Children often ask for the same story over and over again. This should be encouraged, as it shows an interest in reading, and will assist in developing the language of writing, value your child's choice and encourages decision making.

- Please check dojo for messages and updates
- Start dates have been messaged to you on the dojo app
- As have stay and play sessions

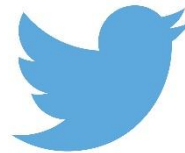
# Other things to mention...

- Class Dojo



- Twitter

@IPMATGroveLea



- Supporting behaviour through a star of the week, stickers, Friday treat. We encourage the children to make the right choice and use lots of praise and positive strategies
- School website  
[grovelea.ipmat.co.uk](http://grovelea.ipmat.co.uk)