



STOKENCHURCH PRIMARY SCHOOL & NURSERY

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Everything we do makes a difference to our children; empowering minds and shaping futures.



01494 482112 office@stokenchurchprimary.bucks.sch.uk @stokenchurchps George Road, HP14 3RN

Starting Nursery in September in 2026

A welcome meeting for Nursery parents



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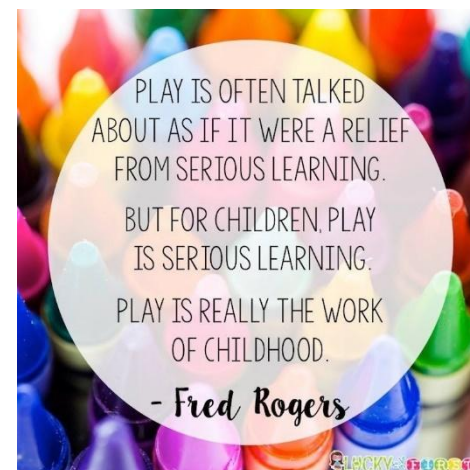


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Early Years

THE IMPORTANCE OF PLAY

Play underpins the EYFS. It also underpins learning and all aspects of children's development. Through **play**, children develop **language skills**, their **emotions and creativity**, **social and intellectual skills**. For most children their play is **natural and spontaneous** although some children may need extra help from adults.



- ❖ Learning through play at **STOKENCHURCH** takes place indoors and outdoors.
- ❖ It is in these different environments that children explore and discover their immediate world.
- ❖ They practise new ideas, skills, take risks, show imagination and solve problems on their own or with others.
- ❖ Our play is safe and challenging.
- ❖ Our adults provide children with the opportunity to be supported and also the opportunity to extend their learning and development.

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“The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old to ensure that children learn and develop well, and are kept healthy and safe.

It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven
areas of learning in
the EYFS
Curriculum



All areas
of learning and
development are
equally important and
inter- connected. We
are here to help shape
well-rounded children.

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Early Years Curriculum

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
Keep trying
Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
Making links
Working with ideas

Areas of Learning and Development

Birth to 5 Matters Aspects

Prime Areas

Personal, Social and Emotional Development

Making Relationships

Sense of Self

Understanding Feelings

Physical Development

Moving and handling

Health and Self-care

Communication and Language

Listening and Attention

Understanding

Speaking

Specific Areas

Literacy

Reading

Writing

Mathematics

Mathematics

Understanding the World

People and Communities

The World

Technology

Expressive Arts and Design

Creating with Materials

Being Imaginative and Expressive



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Supporting your child...

The Early Years

PRIME AREAS	Communication & Language	Children are provided with opportunities to experience a rich language environment, to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
	Physical Development	We encourage children to be active and interactive and to develop their coordination, control and movement. Children are supported to understand the importance of physical activity and to make healthy choices in relation to food. Children are encouraged to develop independence with regard to self- help skills, toileting and dressing.
	Personal, Social & Emotional Development	Children are encouraged to develop a positive sense of themselves, and others. Children will be encouraged to form social skills, to have positive relationships and to develop respect for others. Children are supported to manage feelings, especially when expressing their feelings. Children will be nurtured in their development of curiosity, resilience, risk taking and personal responsibility.
SPECIFIC AREAS	Literacy	Children are absorbed in a rich literacy environment to develop a love of reading. Children will begin to link sounds to letters to support reading and mark- making leading to writing. Children will be given access to a wide range of literacy resources and materials to ignite their interest.
	Mathematics	Children are provided with real life, practical opportunities to develop and build upon their skills and understanding when counting, calculating, creating patterns and working shape and measures.
	Understanding of the World	Children are guided as they make sense of the physical world and community around them. They are encouraged to be curious to fully explore how they interact with people, places, technology and all that the natural world has to offer. Children are taught to reflect on their understanding of mutual respect and tolerance of others as world citizens.
	Expressive Arts & Design	Children are given opportunities to explore a wide range of media and materials. Children are encouraged to consider their thoughts, ideas and feelings as they interact with art, music, movement, drama, dance, role-play, design and technology

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Making Progress...

- Our **dedicated staff** spend time **building relationships with your children** through **quality interactions** and **purposeful play**. Meeting regularly to discuss the children's progress and ensure the provision meets their needs across all areas of Early Years.
- Your child's **health and wellbeing is paramount** and our **Early Years provision and curriculum is adapted to ensure all children feel safe, secure, happy and healthy**.
- Greater emphasis on improving children's language and vocabulary through increased opportunities for conversations, reading and discussions around their interests, skills and abilities.
- **Wellcomm** - a speech and language screening toolkit used to evaluate a child's understanding and use of language, as well as their communication and interaction skills.



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Supporting your child...

A Smooth Start

- ✓ **Welcome Meeting** – opportunity to see the environment and find out more about what's to come.
- ✓ **Transition** – enabling us to build connections with our children and their families
- ✓ **Home Visits** – visiting you and your child at home can be helpful. It provides the opportunity for us to observe your child in a setting they are already familiar with. Home Visit letters have been sent to parents who opted for one.
- ✓ **Meet the Teachers** – An opportunity for the children to meet their teacher without their parents or carers, and for the teachers to learn more about the children, enabling them to plan the first weeks of term based on what they know – interests, skills and abilities.
- ✓ **Further Transition** – 'A softer start' in September to allow the children time to settle in before the hard work starts the following week!
- ✓ **If you feel your child needs a more 'enhanced' transition to school, please get in touch.**

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The Summer Term...

Date	Event	Time	Who	Where
Monday 29 th June	Welcome Meeting and EY's Tour	4.00pm – 5.00pm	Parents	Nursery Classroom
Thursday 2 nd July	Transition 1: Story Session	4.00pm – 5.00pm	Parents and Children	EY's Provision
Tuesday 7 th July	Transition 2: Stay and Play	4.00pm – 5.00pm	Parents and Children	EY's Provision
Thursday 16 th July	Transition 3: Stay and Play	4.00pm – 5.00pm	Parents and Children	EY's Provision

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The Autumn Term...

Date	Event	Time	Who	Where
Tuesday 1 st September	INSET DAY		SCHOOL CLOSED	
Wednesday 2 nd September	INSET DAY		SCHOOL CLOSED	
Thursday 3 rd September	School closed for Nursery		Nursery Staff supporting in Reception	
Friday 4 th September	School closed for Nursery		Nursery Staff supporting in Reception Home Visits	
Monday 7 th September	School closed for Nursery		Home Visits	
Tuesday 8 th September	School closed for Nursery		Home Visits	

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The Autumn Term...

Date	Event	Time	Who	Where
Wednesday 9 th September	Settling Session 1	8.30am – 11.30am	Children only	Nursery Classroom
Thursday 10 th September	Settling Session 2	8.30am – 11.30am	Children only	Nursery Classroom
Friday 11 th September	Settling Session 3	8.30am – 11.30am	Children only	Nursery Classroom
Monday 14 th September	Nursery starts	8.30am – 3.30pm <i>Usual pattern of attendance begins for all new starters</i>	Children only	Nursery Classroom

Please note that all new nursery children, regardless of their pattern of attendance, are invited to join us for the settling in sessions. They will then start their agreed pattern of attendance from Monday 14th September.

Existing nursery children will start back and resume their usual pattern of attendance on Wednesday 9th September.

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Personal, Social and Emotional Development...

The children will be learning to:

- become self-confident;
- take an interest in things;
- know what their own needs are;
- dress and undress independently;
- become independent;
- tell the difference between right and wrong.

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Communication and Language

The children will be learning to:

- talk confidently and clearly;
- enjoy listening to stories, songs and poems;
- hear and say sounds, and link them to the alphabet.



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Physical Development

The children will be learning to:



- move confidently;
- control their body;
- handle big equipment, such as bats and balls;
- handle small equipment, such as scissors, pens and pencils.



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Literacy – Reading and Writing

The children will be learning to:

- make marks and talk about what the marks say;
- learn to use a pencil effectively;
- read and write familiar words;
- talk about the pictures in a book;
- handle books carefully;
- talk about what happens next in the story.



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Mathematical Development

The children will be learning to:

- develop an understanding of maths through stories, songs, games and imaginative play;
- become comfortable with numbers, using number names in their play, recognising some numbers and talking about groups with 'more' or 'less';
- Become more comfortable with ideas such 'heavier than' or 'bigger';
- be aware of shapes and space, naming shapes and playing with shapes, seeing how they fit together.



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Understanding the World

The children will explore:

- find out about the world around them, asking questions about it;
- build with different materials, know about everyday technology and learn what it is used for;
- find out about past events in their lives and their families' lives;
- find out about different cultures and beliefs.



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Expressive Art and Design

The children will explore:



- colours and shapes;
- making things;
- role play;
- making music.



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Being Ready...



The period before a child starts nursery can be an anxious time for parents. The following information is a simple guide to how you can best prepare your child for this exciting time in their lives!



Promoting Independence

Your child will really benefit from being as independent as possible when they start attending nursery. Of course teaching staff will always be on hand to help but children feel a real sense of achievement when they can accomplish things by themselves! For example, your child will have access to an outdoor space throughout the day so being able to put their coat on and zip it up independently will really help them. It also means that they can get straight to their playing and learning without having to stop and ask an adult for help!

Your child will also really benefit from having experience of spending some time away from you, such as going to a friend's house to play. This will really develop their confidence and independence and stand them in good stead when it comes to saying goodbye on that first session at nursery.



Social Skills

Being able to interact appropriately with other children and share resources is a key skill that will really help your child when they start nursery. Play dates with other children will help to promote these skills and you could arrange these with future classmates if possible. During the play date you can model useful social phrases such as 'my turn please' or 'let's share'. You could also join in with pretend play by starting the game off and then fade out as children get into character.



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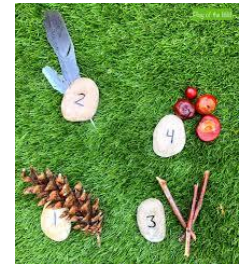


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Maths at Home

Being able to count verbally to at least 10 will be of great benefit to a child starting nursery.

- Practise **counting up to ten**, and backwards too.
 - **One to one counting** can also be done incidentally throughout the day.
 - Counting steps as your child climbs the stairs.
 - How many lampposts are on the street?
 - How many houses have a red door?
 - How many pieces of fruit are in the bowl (and how many did we have yesterday)?
- 



Ask your child questions in play

- ‘Can you pass me the biggest box?’
 - ‘Which one is the smallest shoe?’
 - How many socks can you fit in the box?
 - Which container holds the most, or the least, sand/water/beads etc.
 - Can you find 3 spoons, 3 hats, or 3 socks?
- A photograph showing three silver spoons of different sizes lying vertically on a white surface. To the right of the spoons is a small, brown, textured hat, possibly a fedora or a similar style.



You can also **sing songs**

- <https://www.bbc.co.uk/teach/school-radio/articles/zn67kmn>
- <https://www.youtube.com/watch?v=HtNdJ6zWgZc>



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Fine Motor Skills at Home



Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.



Suggested Activities:
weaving, threading
cooking
mark making
gardening



Further information on how we will, and how you can, help your child develop these skills can be found here:
<https://help-for-early-years-providers.education.gov.uk/areas-of-learning/physical-development/fine-motor-skills>

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Gross Motor Skills at Home

Gross motor skills are the skills that children develop using their whole body. You can see this from a baby's earliest efforts to move and travel, to young children coordinating whole body movements. By using their whole bodies children become increasingly confident, agile and flexible.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing



Suggested Activities:

‘Moving House’ (imaginative play)
Obstacle courses
Whole body action rhymes
Movement moments



Further information on how we will, and how you can, help your child develop these skills can be found here:

<https://help-for-early-years-providers.education.gov.uk/areas-of-learning/physical-development/gross-motor-skills>

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Communication and Language at Home

Having a large vocabulary helps children learn more.

Words allow them to make sense of the world around them.

- Communication and language is a EYFS prime area which means that it's one of the important building blocks for all the other areas.
- If it's not developed early it's difficult to achieve later.
- Children's language skills are connected to their overall development and can predict their educational success.
- As speaking and listening develops, children build foundations for literacy, for making sense of visual and verbal signs and ultimately for reading and writing.



Suggested Activities:

Reading Stories, singing songs and rhymes

Narrating their play and your day

Painting, playing, baking

Exploring – nature walks, shopping trips



Further information on how we will, and how you can, help your child develop these skills can be found here:

<https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language>

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Listening and Understanding at Home

Communication requires 2 foundation skills, listening and understanding.
Children develop these by observing and reacting to others.

- This influences communication and talking later in life.
- Listening is different to simply hearing.
- It means interpreting different sounds, while beginning to understand social interactions.
- Understanding means processing what's being communicated, beginning with simple ideas and vocabulary.

Suggested Activities:

Listening treasure boxes (pots, pans, crinkly paper, shakers, bells, noise making toys)

Songs and rhymes which encourage sound play

Listening walks

Music and movement



Further information on how we will, and how you can, help your child develop these skills can be found here:

<https://help-for-early-years-providers.education.gov.uk/areas-of-learning/communication-and-language/listening-and-understanding>

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Personal, Social and Emotional Development

Understanding children's emotions is critical to understanding their behaviour.

Early years children feel a range of emotions, but often cannot express, interpret or process them like us.

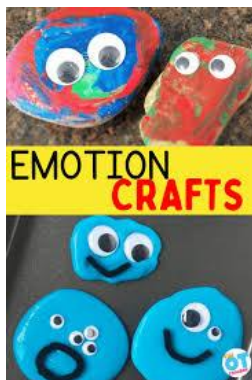
Behaviour can be an expression of feelings or emotions.

Relationships and Emotions

Spend time discussing the different emotions your child might experience when they start school.

This might include anxiety, excitement, worry, upset or some may even feel sad, cross or angry. *It is really important that your child understands that it is ok to feel all of these emotions and together you can work out how to understand them.*

With so many new things to navigate – teachers, environments, new friends, uniforms, new routines – *it's a good idea to talk about what they can do and who they can talk to if they have any big or uncomfortable feelings.*



Suggested Activities:

Naming emotions

Role play emotions, feelings and behaviours

Social stories linked to emotions

Talking about how you are feeling

Expressing your emotions (big and small)

Turn taking games

Sharing activities

Further information on how we will, and how you can, help your child develop these skills can be found here:

<https://help-for-early-years-providers.education.gov.uk/areas-of-learning/personal-social-and-emotional-development/emotions>

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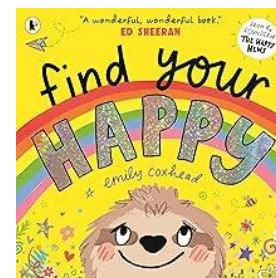
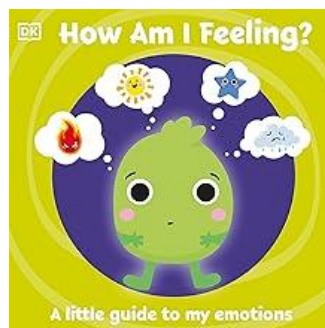
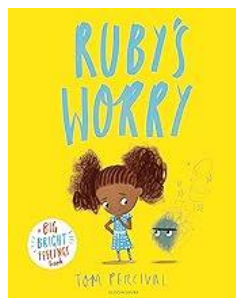
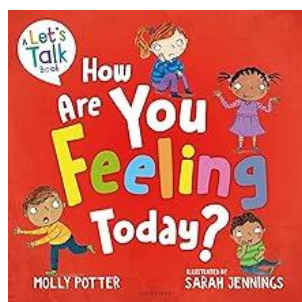
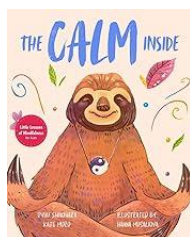
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Helpful Books for exploring feelings...



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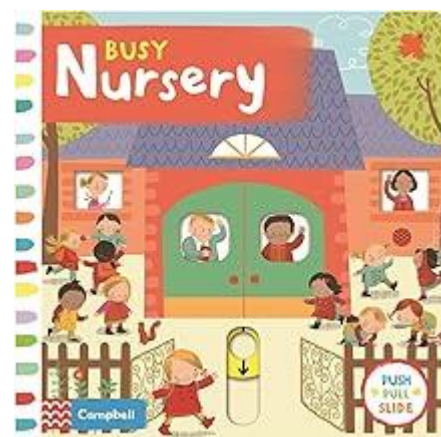
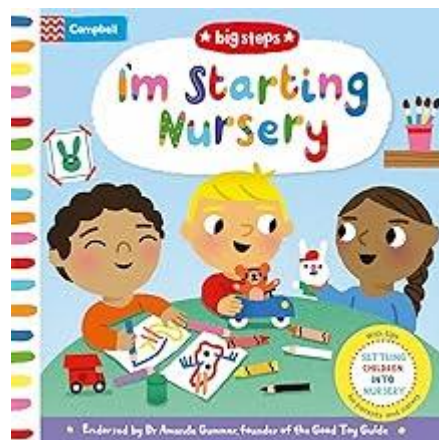
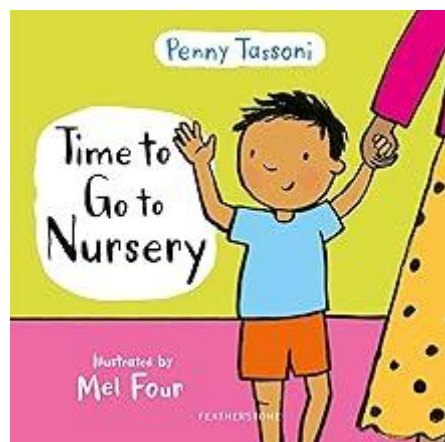
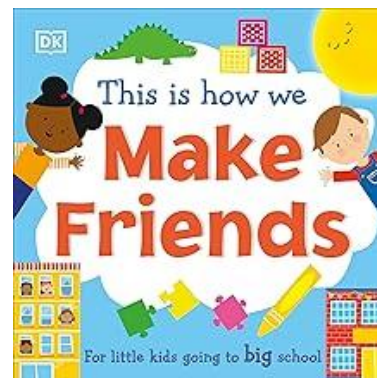
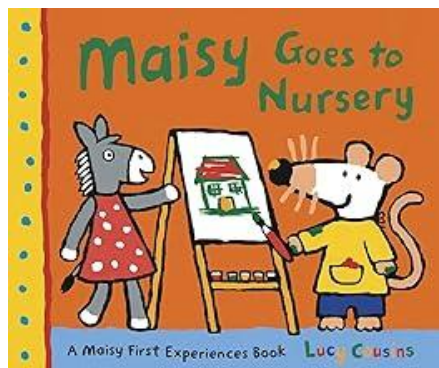
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Helpful Books for starting school...



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Your preparations for a smooth start to school...

- ✓ **BE POSITIVE** – You may question why we have included this point but children pick up on vibes more easily than you think. If you are negative or anxious, this will be picked up by your child so try to have these conversations when children are not present.
- ✓ **KEEP TALKING ABOUT SCHOOL** – Talk to your child about school.
- ✓ **STARTING SCHOOL PICTURE BOOKS** – These are great for any children who are feeling anxious or need some support with the transition.
- ✓ **ESTABLISH A ROUTINE** – This is going to be pivotal.
 - ❖ *Towards the end of summer, begin to implement a good bedtime and morning routine. Swap out screen time for stories in the evening to ensure children get a proper nights' sleep and wake up bright and ready for the new day.*
- ✓ **BELONGINGS** – Involve your child in preparing their things for school.
- ✓ **COUNTDOWN CALENDAR** – Visual reminders can have a positive effect on change



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Key Skills over the Summer

Help your child to...

- Dress and undress themselves (buttons, zips, shoes)
- Use the toilet independently (flushing, washing hands and asking to go)
 - Recognise themselves and their belongings
- Listen follow simple instructions (eye contact and responding to adults)
- Wait their turn (encourage as much as possible)



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School Uniform Reminder...

Please help us to ensure all pupils follow our School Uniform Policy as below.

Our school uniform can be purchased from [PMG Schoolwear](#) from the store in the Eden Centre, High Wycombe and their website. Some second-hand uniform is available for sale in school.

If you would like to purchase second-hand uniform, please contact the school office. Please remember the importance of naming **ALL** of your child's clothing.



- Grey or black trousers (these can be leggings, jogging bottoms or shorts)
- White Polo shirt (can be plain or have the school logo)
- Bottle green jumper or cardigan (*logoed jumpers and cardigans are available to purchase through [PMG](#)*)
- Grey, black or white socks (*not trainer socks*)
- Sensible school shoes (ones they can move about easily in, and ones that won't come off during play)
- Indoor shoes (these can be plimsoles or slippers)
- Optional green / white check cotton dress for summer



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Additional Items

- Bag for with spare clothes including pants, socks, trousers, tops and jumpers
- Water Bottle (logoed bottles are available to purchase through [PMG](#))
- School cap/sun hat (logoed caps are available to purchase through [PMG](#))
- Lunch Box (for those attending full time)



Optional:

Wellies and waterproofs are optional.

Nursery provide them but some children may prefer their own.



PLEASE LABEL EVERYTHING!!

We cannot stress the importance of this. If it is named, it will be returned, if it is not then it is very difficult to ensure that the right item will come back to you.

Please use labels that will not come off and check weekly that they are still legible.



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Food and Drink



Water

- Please ensure your child comes to school with a water bottle every day.

Snack

- All children will be provided with a healthy snack in the morning and afternoon. Our snacks include a carton of milk and a variety of fruit and vegetables.
- There is no need to provide and additional snacks unless this has been discussed with the class teacher.



Packed Lunches (for those attending full time)

- Packed lunches should support our school's healthy eating policy. Please note that our school is a **nut free** zone which means that all types of nuts are banned.
- Children should not have fizzy or flavoured drinks, sweets or chocolate in their packed lunches.



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What your child will do at school



Assessment notes: Children were highly engaged and motivated, showing curiosity through questioning and discussion about Bonfire Night. Many children confidently used familiar and new vocabulary to describe what they had seen and created. Some children were able to explain their ideas and respond to others, sustaining short conversations. A few children are beginning to ask more complex 'why' questions and make simple connections between events (example: fireworks and explosions). Continued opportunities for small group discussion and adult modelling will support children in extending their sentences and using an increasingly varied vocabulary.

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What your child will do at school



After reading **'The Tiger Who Came to Tea'**, the children in Nursery decided to leave out their homemade sandwiches, in hope the tiger would come and visit. When they arrived at school on Thursday morning, they were very excited to see that the tiger had paid them a visit. He had eaten his sandwiches and left a trail of destruction in, and around the classroom. He had painted tiger stripes on the windows and left his paw prints all over their ice cream station. There was even paint on the floor and in the water tray!

Despite looking high and low, the children didn't manage to find the tiger but they are still searching for evidence everywhere they go!

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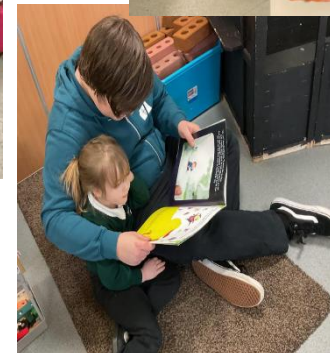
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What your child will do at school

The children in Nursery have been celebrating '**Communication Week**' this week and have been very excited to welcome their parents in for our 'Stay and Read'. **A huge thank you to all the parents who could make the event, it was really lovely to hear the excitement and laughter from the children as you read to them.** The children have also enjoyed taking part in our interactive story and poetry sessions. They listened intently to the story of Billy Whiskers and had lots of fun joining in with 'Make Believe Arts' hosted by Trisha Lee. Our last event of the week was a visit from Marzena, one of our Early Years Advisors. She kindly brought us a story to share about 'five enormous dinosaurs' and then enjoyed spending time engaging in play with the children during provision.



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Supporting your child...

What your child will do at school

Early Years has been jam-packed with chatter, creativity, and a whole lot of learning.

To celebrate the power of communication, the children have been designed to build their confidence and vocabulary. Throughout the week, we have shared stories, rhymes and songs helping us to develop our rhythm and language patterns. We have engaged in small-world and role-play scenarios to encourage imaginative talk. Our plane is still a great success in encouraging this. ✈



We have been busy exploring 3D shapes in every way possible. The children have been hunting for them around the classroom, using them to construct impressive towers, and drawing round them to see what 2D shapes we could discover. I wonder if you and your children could go on a shape hunt at home and see what 3D shapes that they could discover?



Everyone has been busy building and problem-solving together, proving that teamwork makes the dream work! We have had some very talented and creative children!



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Parents as Partners

- **Open door policy**
 - please come and speak to us regarding any problems you may have.
- **Parent meeting in September**
 - information about the curriculum, day to day timetable (date to be confirmed).
- **Workshops**
 - there will be a variety of workshops throughout the year including mark making and 'talk and play'.
- **Tapestry**
 - weekly blogs of your child's learning will be uploaded by our dedicated staff
 - we encourage you to share key moments/family fun on Tapestry for us to share in school
- **Parent evenings**
 - 1:1 meetings with the class teacher will take place in November and March.
- **'Stay Sessions'**
 - throughout the year parents will be invited to come in and play, read, create and share with their child.
- **Experiences**
 - throughout the year we offer a variety of experiences that enhance, inspire and excite the children's learning (reindeers, astronauts, emergency services, minibeasts etc) parent helpers are always welcome.
- **End of year school reports.**
- **School website, Parent Mail, Weekly School Newsletters.**



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September is here!



- From the moment you wake up, **keep everything positive.**
 - Be aware of your own emotions and anxieties.
 - You are their role model and if you aren't smiling, they probably aren't either!
- **Make sure you have enough time to get ready.**
 - Starting off the day in a rush can be stressful and will not help.
- Ensure everything is ready by the door.
 - **Preparation is key.**
- As you walk down the path for the first time, **keep smiling.**
 - There may be tears so acknowledge how your child is feeling and tell them you understand, but ensure them that it is going to be lots of fun.
- **We encourage happy, swift goodbyes** in the morning so please support us with this.
 - If we struggle to settle your child we will call you.
- **Children walk into the classroom without you.**
 - There is not room for all our grown ups inside. Please adhere to this.
- Please try not be late for collection!



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A quick reminder...

Nursery Sessions (15 hour funding)

Mornings 8.30am - 11.30am

Afternoons 12.30pm - 3.30pm



Nursery Sessions (30 hour funding)

8.30 - 3.30pm with an hour for lunch between 11.30am and 12.30pm

Further information on eligibility for the extended hours [can be found here](#).

Extended hours charged at £6.00 per hour



Morning Sessions – drop off and collection at the cloakroom door, accessed via the early years gate.

Afternoon Sessions – drop off at the Early Years Gate, collection at the cloakroom door

Arriving at 11.30 for lunch – collection by a member of staff at the early years gate

Leaving after lunch at 12.30pm – collect from the early years gate

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Summer Challenge

An alternative to the 'all about me booklets'.

Parents requested to upload to Tapestry – building our home-school links ☺

Tapestry log in's will follow. Current parents/families of the school, please use your existing Tapestry account.

Share a Story

Choose a favourite story to read and talk about:

Your favourite character

What happened in the story

What you think might happen next.

Can you act out some of the story together?

Self-Portraits

- Crayons/Pens
- Paints
- Cutting and sticking
- Natural materials from outside!

Encourage your child to include a smile!

My Favourite Things

Take some photographs of yourself enjoying your favourite activities.

Ideas:

-  Playing a favourite game/with favourite toys
-  Riding a bike or scooter
-  Completing a puzzle
-  Singing or dancing
-  Reading a book

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Supporting your child...

Summer Challenge continued...

My Family and Me

Take photographs of:



Yourself at home



family members



Days out and adventures



Pets (if you have any)



Special celebrations

These help us learn about the people who are important to you.

Adventure Challenge

- ☐ Visit a park
- ☐ Look for minibeasts
- ☐ Make a sandcastle
- ☐ Help prepare a snack
- ☐ Sing your favourite song
- ☐ Draw a picture outdoors
- ☐ Go on a nature walk
- ☐ Count how many birds you can spot
- ☐ Put on your coat/shoes independently

The photographs and activities you share will help us build positive relationships with your child and support them in feeling happy, safe, and settled when they start school.

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Supporting your child...

Questions...



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