



STOKENCHURCH PRIMARY SCHOOL & NURSERY

AIMING HIGH ... FLYING HIGHER

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



Welcome to Nursery

Meet the Teacher • Starting Nursery • Working Together

A very warm welcome!

- We are delighted to welcome you and your child to our Nursery family.
- Starting Nursery is a big milestone — for children and parents!
- Our aim is for every child to feel safe, happy, valued and excited to learn.
- We will get to know your child as an individual: their interests, strengths, personality and needs.

Meet the Nursery Team

- Early Years Lead and Nursery Teacher: Mrs Warner
- Nursery Nurse: Miss Masterton
- Additional staff who support the children: Mrs Venning (PPA Cover), Mrs Powell (Nursery Nurse)



What is the EYFS?

- EYFS stands for the Early Years Foundation Stage.
- It is the statutory framework for children from birth to the end of Reception.
- It sets out the standards that schools and early years settings must meet to support children's learning, development, health and safety.
- Learning in Nursery is built around children's interests, play, relationships and real-life experiences.

The 7 areas of learning

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



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

Characteristics of Effective Learning

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and Exploring	Prime Areas	
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
Active Learning	Physical Development	Moving and handling Health and Self-care
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Communication and Language	Listening and Attention Understanding Speaking
Creative and Critical Thinking	Specific Areas	
THINKING Having their own ideas Making links Working with ideas	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

Our Vision

Play underpins our Early Years. 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.

- At **STOKENCHURCH** play takes place indoors and outdoors.
- ❑ All children will explore and discover their immediate world.
- ❑ All children will practise new ideas, skills, take risks, show imagination and solve problems
- ❑ All children are **supported** and **extended** by our dedicated staff
- ❑ Our play is **safe** and **challenging**.



Learning through play

- Play is how young children make sense of the world.
- Adults carefully observe, listen, model language and extend children's thinking.
- Children will experience both child-initiated and adult-guided learning.
- We encourage curiosity, problem-solving, creativity, independence and communication.



Making Progress

- **Strong relationships:** Staff get to know your child through play, conversations and positive interactions.
- **Tracking progress:** We regularly talk about your child's learning and development, assessing them against the 7 areas of learning including 17 strands linked to ELG.
- **Language development:** We help children develop their language and vocabulary through talking, stories and play.
- **Health and wellbeing:** We help every child feel safe, happy, healthy and ready to learn.



Making Progress



•Simple check of children's speech, language and communication skills.

- ☐ It helps us see **what your child can already do** and where they may need extra support.
- ☐ It is done through **fun activities and play**, so it feels natural for your child.
- ☐ The results help us plan **activities and support** to develop their talking, listening and understanding.
- ☐ It also helps us **work together with parents** to support your child's communication at home and at nursery.



- Weekly updates:** We will share a weekly blog showing what the children have been learning.
- Home experiences:** We would love you to share special moments and experiences from home.
- Celebrate learning:** We can share and celebrate the children's achievements together.
- Home and school:** Tapestry helps us keep in touch and supports your child's confidence, communication and language.
- Getting started:** You will soon receive an email with details on how to set up and access your Tapestry account.

Our Curriculum

EYFS Nursery Curriculum - Overview of Skills (linked to the EYFS Development Matters Statements)						
School Value	Autumn 1 Ready, Respectful, Safe	Autumn 2 Resilient	Spring 1 Curious	Spring 2 Confident	Summer 1 Independent	Summer 2 Successful
Topic	Marvellous Me		Super Species		Wonderful World	
PSED <i>Links to RSE & PSHE</i>	Understanding how to play with others, learning how to follow rules and talking about themselves	Exploring friendships, listening and responding	Expressing their feelings and thinking about how others feel	Exploring what it means to have responsibility at home and at school	Understanding how to solve problems and make healthy choices	Exploring how to become confident in new situations
Communication and Language <i>Links to Oracy</i>	Enjoy listening to stories, talking about familiar books Join in with familiar rhymes	Sing a variety of songs Listen and respond to instructions	Use longer sentences Can start a conversation with an adult or friend	Enjoy listening to longer stories and talk about what they remember Use wider vocabulary in longer sentences	Explore rhymes and songs and re-tell familiar stories Understand 'why' questions and answer them	Use 'talk' to organise themselves and their ideas in play with others Be able to express their point of view
Physical Development <i>Including fine and gross motor skills and links to PE</i>	Continue to develop their movement, balance and ball skills Show a preference for a dominant hand. (PD)	Use one-handed tools and equipment Use a comfortable grip with good control when holding pens and pencils. (PD)	Work with others to manage larger items	Use large-muscle movements to wave flags, streamers, paints and make marks.	Choose appropriate resources for their own tasks	Become increasingly independent in dressing and undressing
Literacy <i>*Show an interest and engage with a variety of stories is a key skill throughout the year</i>	Enjoy songs and rhymes Share stories with adults Draw freely	Join in with songs and rhymes Respond to stories Experiment with marks and symbols	Sing songs and rhymes during play Have favourite books Give meaning to their marks	Repeat words and phrases from familiar books Write some letters accurately	Ask questions and make comments about books Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Develop play around familiar stories Write some or all of their name
Maths <i>Links to White Rose/Mastering Number</i>	Recite numbers past 5 Develop fast recognition of up to 3 objects Show finger numbers	Explore shapes of all different sizes and types. Use informal language such as spotty, stripy, pointy etc	Experiment with their own marks Count in everyday contexts Discuss routes and position Use informal language such as spotty, stripy, pointy etc	Talk about and explore 2d and 3d shapes, selecting and combining Discuss routes and position Experiment with their own marks Count in everyday contexts	Make comparisons relating to size, length, weight and capacity Describe a sequence of events	Talk about patterns, create their own patterns Solve real life mathematical problems
Understanding the World <i>Links to Science, History, Geography</i> <i>*Make sense of their own life is explored throughout the year</i>	Using their senses in hands on explorations Talking about what they see hear and feel Exploring how things work. Explore collections of materials with similar and/or different properties.		Understand the need to care for our environment Talk about the differences between materials and changes they notice Know there are different countries and share their experiences of travel Explore and talk about different forces they can feel. Use a wide vocabulary		Begin to understand how to respect and care for the natural environment and all living things. Understand the key features of the life cycle of a plant and an animal. Plant seeds and care for growing plants. Talk about the differences between materials and changes they notice.	
Expressive Arts and Design <i>Links to Oracy, Art, Design and Technology</i>	Take part in pretend play Experiment with their own marks and symbols Explore colour	Explore colours and materials Draw faces and shapes Give meaning to their marks Create closed shapes with continuous lines	Express their thoughts and feelings in different ways Use drawing to represent their ideas Draw with complexity and detail	Sing familiar song Explore colour mixing Show different emotions in their drawings	Explore different sounds with a range of instruments Develop their own ideas and then decide which materials to use to express them.	Express their feelings and ideas Join different materials and explore different textures.
Phonics <i>Twinkl - All 7 aspects of Phonics are covered throughout the year.</i>	Aspect 1: Environmental Sounds - Listening skills and awareness of sounds in the environment • Identify and remember the differences between sounds • Talk about sounds in greater detail. Aspect 2: Instrumental Sounds - Develop awareness of sounds made with instruments • Listen to and appreciate the difference between sounds made with instruments • Use a wide vocabulary to talk about instrument sounds Aspect 3: Body Percussion - Develop awareness of sounds and rhythms • Distinguish between sounds and remember patterns of sound • Talk about sounds we make with our bodies and what the sounds mean Experience and appreciate rhythm and rhyme • Aspect 4: Rhythm and Rhyme - Develop awareness of rhythm and rhyme in speech • Increase awareness of words that rhyme and develop knowledge about rhyme • Talk about words that rhyme and produce rhyming words Aspect 5: Alliteration - Develop understanding of alliteration • Listen to sounds at the beginning of words and hear the differences between them • Explore how different sounds are articulated Aspect 6: Voice Sounds - Distinguish between the differences in vocal sounds • Explore speech sounds • Talk about the different sounds that we can make with our voices Aspect 7: Oral Blending and Segmenting - Develop oral blending and segmenting of sounds in words • Listen to sounds within words and remember them in the order in which they occur • Talk about the different sounds that make up words					

Our Curriculum

EYFS Nursery Curriculum 2026 - 2027						
	Autumn Term		Spring Term		Summer Term	
School Values	Ready, Respectful, Safe	Resilient	Curious	Confident	Independent	Successful
Topic	Marvellous Me		Super Species		Wonderful World	
Key Skills <i>linked to the Prime Areas of the EYFS Curriculum</i>	Understand feelings and emotions. Learn different rules, routines and boundaries Know about their body and what it can do		Understand how to keep themselves safe Learn how to build relationships Know how to communicate effectively		Understand how to listen and respond Learn a sense of 'who they are' Know how to manage their behaviour	
Key Skills <i>linked to the Specific Areas to the EYFS Curriculum</i>	Understand that we are special and unique Learn to enjoy stories and singing Know how to express themselves		Understand growth and change Learn about the world around them Know how to share ideas		Understand growth and change Learn about solving problems and making connections Know how to be imaginative	
Texts <i>In addition, we will read a selection of Traditional Tales and books related to the children's interests, feelings, religions/festivals</i>	<i>Little Red Riding Hood</i> I'm a little Acorn Brown Bear/Polar Bear Rainbow Fish <i>Pumpkins/Harvest</i>	<i>Goldilocks and Three Bears</i> Room on the Broom Mr Big The Smartest Giant in Town <i>Dear Santa</i>	<i>Three Little Pigs</i> Tiger who came to tea Elmer Dear Zoo <i>Pancakes</i>	<i>Three Billy Goats Gruff</i> Monkey Puzzle Hide-O-Saurus The Gruffalo <i>Easter Story</i>	<i>Jack and the Beanstalk</i> <i>The Enormous Turnip</i> Whatever Next Commotion in the Ocean	<i>Gingerbread Man</i> Minibeasts The Hungry Caterpillar The 'Teeny Weeny' Tadpole
Makaton Songs	My Finger Family	I hear thunder	I can see a rainbow	Two little dickie birds	The sun has got his hat on	There's a worm at the bottom of the garden
Communication, Language & Literacy <i>Oracy, Rhymes and Songs</i>	If you're happy... Wind the Bobbin Up The Wheels on the bus	The bear went over the mountain Old McDonald had a farm Head, Shoulders...	I've got a body Ring-a-ring-a-roses The Grand Old Duke of York	Down in the Jungle An elephant walks like this... The Goats Came Marching	A sailor went to sea Five Little Monkey's swinging in a tree	Incy-Wincy Spider Here is the beehive Five Little Ducks
Communication, Language & Literacy Phonics <i>Twinkl Level 1</i>	My House My Family My Local Area Pets Things I like All about me	Goldilocks Three Little Pigs Little Red Riding Hood The Gingerbread Man The Enormous Turnip Jack and the Beanstalk	Farm animals Jungle animals Under the sea Minibeasts Arctic animals Safari animals	Seaside The Park Shopping Centre In the woods Café Garden Centre	Firefighters Police Doctors Teachers Vets People who help us	Superheroes Castles Pirates and Mermaids Space Aliens Magical Creatures Witches and Wizards
Maths <i>Linked with White Rose and Mastering Number</i>	Show me! Counting and compare	Explore and build with shapes and objects	Stop at...! Count, compare and subitise	Explore position, space and routes	Sort it! Count, compare and show.	Explore patterns
Cooking Skills	Throughout the year the children in Nursery participate in a range of cooking/baking activities which will help the children to develop their senses by looking, tasting, smelling and touching a variety of raw, cooked, frozen and fresh foods . Baking also enables the children to listen and respond appropriately, understand the importance of personal hygiene and develop their knowledge of healthy and unhealthy foods . The children will also develop their physical skills through spreading, cutting, slicing, chopping, mixing, rolling, peeling, pouring, cracking, scooping, stirring, mashing, measuring, beating, grating and sprinkling .					
Baking Opportunities	Fruit and vegetable tasting Fruit Smoothies	Fairy Cakes Spaghetti Surprise	Hot Chocolates Sweet Tea Cheese Twists Sweet Tea and Sandwiches	Vegetable Soup Berry Crumble Kebabs	Rock Buns Ice Cream Smoothies Krispie Cakes	Cheese and tomato pasta Edible playdough!
'Real' Experiences <i>Linked with RE, Science, History, Geography</i>	Quiet Garden - 'Forest School' Experience, Planting seeds Visiting Farm, Reptiles and Reindeers Class Pets/Life Cycles – Snails, stick insects, caterpillars, bugs, grubs and tadpoles 'Narnia' Experience - Mystery Readers Stay and Play, Assemblies, Festivals, Celebrations Visiting Astronaut, Paramedic, Exotic Pet Expert, Doctor/Dentist					

Our Curriculum



- **Level 1 is the first step in learning phonics.**
- **Children learn to listen carefully to sounds around them.**
- **We explore rhymes, songs, rhythm and sounds through fun activities and games.**
- **Children practise hearing and recognising sounds in words.**
- **We focus on building children's listening and speaking skills ready for reading and writing later on.**
- **Most importantly, we make phonics fun!**

Settling in

- Every child settles differently – some are ready straight away, while others need more time.
- Consistent, positive goodbye routines can help.
- A confident 'goodbye' is often easier than a long farewell.
- We will comfort, reassure and support your child.
- If your child is upset, we will communicate with you and make the appropriate arrangements to support this.

Our Nursery day



- Arrival and settling activities
- Free-flow / continuous provision and adult-led learning
- Snack and social time
- Learning Input: stories, songs, rhymes and discussions
- Home time routines
- Daily routines may vary to follow children's needs and interests.



You will see

Children who are:

- Confident
- Curious
- Talking
- Collaborating
- Exploring
- Happy



Adults who are:

- Playing
- Listening
- Extending language
- Building relationships
- Following children's interests



What we expect from the children

- Be kind, respectful and caring towards others.
- Begin to share, take turns and solve small problems with support.
- Look after our classroom and resources.
- Have a go, make mistakes and keep trying.
- Develop independence: coats, shoes, toileting, handwashing and tidying up.
- Use words, gestures or other communication to express feelings and needs.



What we ask from parents and carers

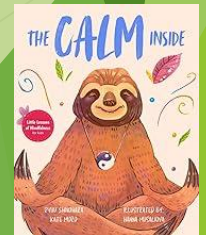
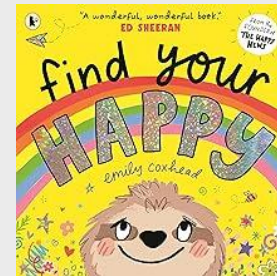
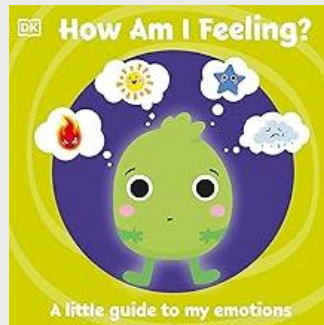
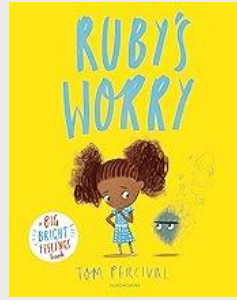
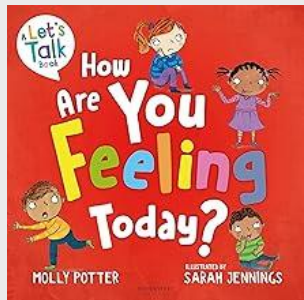
- Arrive on time and follow our drop-off and collection arrangements.
- Tell us about anything that may affect your child's day.
- Label clothing, water bottles and personal belongings.
- Encourage independence at home — little things make a big difference!
- Read, talk and sing with your child every day.
- Share your child's interests and achievements with us - Tapestry

Well-Being

♥ Supporting Your Child's Wellbeing

At Stokenchurch, **your child's wellbeing is at the heart of everything we do.**
In Nursery, we support children's wellbeing through:

- **Talking about feelings** and helping children understand their emotions.
- **Calm-down time** to help children relax and reset.
- **Brain breaks and movement** through action songs, yoga, dancing and active play.
- **Mindfulness and sensory activities** to help children feel calm and focused.
- **Quiet spaces** such as our dens, quiet garden and library.
- **Worry puppets** to help children talk about anything that may be worrying them.



Managing Children's behaviour

Behaviour at **STOKENCHURCH** is paramount and our expectations of every child to follow our golden rules and be **READY, RESPECTFUL** and **SAFE** at all times are non-negotiable.

How do we achieve and maintain this?

- ☐ Strong values that are regularly reinforced by all
- ☐ Being clear and consistent with our expectations
- ☐ Remaining positive with and listening to the children
- ☐ Using positive rewards regularly
 - ☐ (praise, house-points, messages home, etc.)
- ☐ Regular communication with home
- ☐ Tackling issues calmly and effectively
- ☐ Speaking to parents early



STOKENCHURCH PRIMARY SCHOOL & NURSERY		
AIMING HIGH ... FLYING HIGHER		
Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	The STOKIE way: We wait and walk We say please and thank you	
2	We follow instructions given by all adults.	
3	We keep our hands, feet and objects to ourselves.	
4	We treat equipment sensibly and help each other to learn.	
5	We show respect to others and our school at all times.	
6	We listen carefully and respond (with delicious answers).	

STOKENCHURCH PRIMARY SCHOOL & NURSERY		
AIMING HIGH ... FLYING HIGHER		
Everything we do makes a difference to our children; empowering minds and shaping futures.		
We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Thinking Time	
3	Phase Leader	
4	SLT / Deputy Head	
5	Headteacher	
6	Parents Informed	

Lunch Time

Packed Lunches

For children attending full time:

- ☐ Please provide a **healthy, balanced packed lunch**.
- ☐ **We are a nut-free school**, so please do not include any nuts.
- ☐ Please do not include **fizzy or flavoured drinks, sweets or chocolate**.



Nursery Lunches

- ☐ Lunch is **11.30am-12.30pm** and takes place in the **school hall**.
- ☐ A **First Aider** will be present during lunchtime, as per government guidelines.
- ☐ **15-hour funding:** If your child attends 15 funded hours, there is a charge for the extended hour of **£6.00 per session**.
- ☐ **30-hour funding:** If your child is eligible for 30-hour funding and attends **8.30am-2.30pm**, there is **no additional charge** for lunch.
- ☐ If you would like your child to stay for lunch, please **speak to Mrs Warner**.

Snack

Nursery Fruit Snack - Autumn Term 2026

- ☐ We will provide a **healthy fruit snack each day** for Nursery children.
- ☐ Nursery children are not eligible for the **Government's free fruit scheme**.
- ☐ The cost is **14p per day**, plus a small ParentPay transaction fee.

Payment

The cost for the **Autumn Term** is **£9.23**.

- ☐ Payment must be made through **ParentPay**.
- ☐ Details will be sent to you when your child starts Nursery.
- ☐ If you already have a ParentPay account for your child, you can use this.



Fruit will be provided from Monday 14th September 2026.

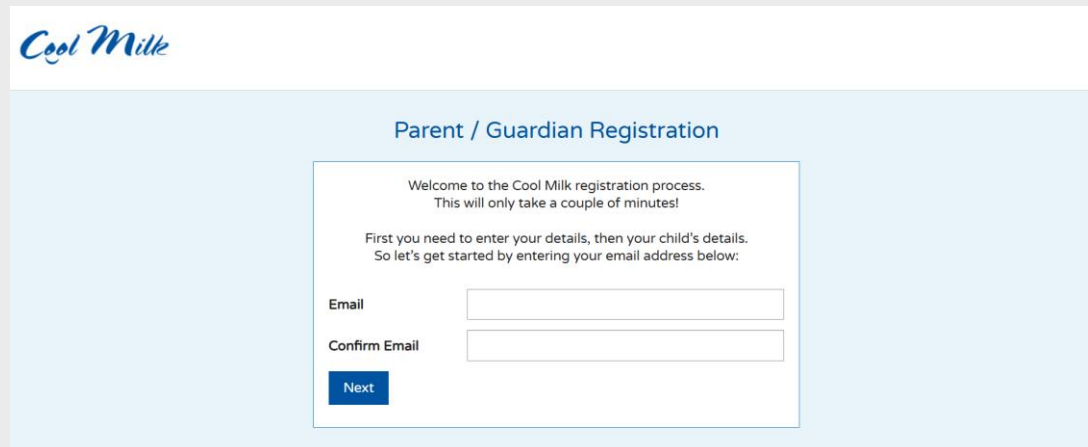
- ☐ If your child attends Nursery before this date, please provide a snack from home.

Please note that by signing up for the fruit scheme, you are paying for the **whole Autumn Term**, including any days your child is absent.

If you need help with ParentPay, please contact the **School Bursar**, who will be happy to help.

Cool Milk Scheme

- ☐ We offer **free milk** to Nursery children through the Cool Milk scheme.
- ☐ You will need to **sign your child up** to the scheme.
<https://customers.coolmilk.com/V2/register/>
- ☐ Once registered, your child will receive **fresh milk at Nursery each day.**
- ☐ Milk will be provided from the week after your child's **5th birthday.**
- ☐ Please let us know if your child has any **allergies or dietary requirements.**



The screenshot shows the 'Cool Milk' logo at the top left. Below it, the title 'Parent / Guardian Registration' is centered. The main content area is a white box with a light blue border. Inside, it says: 'Welcome to the Cool Milk registration process. This will only take a couple of minutes!'. Below this, it says: 'First you need to enter your details, then your child's details. So let's get started by entering your email address below:'. There are two input fields: 'Email' and 'Confirm Email'. Below the 'Confirm Email' field is a blue button labeled 'Next'.

Medication and Medical Needs

 Please make sure **any medication your child needs is kept at Nursery.**

- ☐ A **health care plan** must be completed for allergies, medication or other medical needs.
- ☐ We can only administer **antibiotics prescribed more than 4 times a day.**
- ☐ Please let us know if there are **any changes to your child's medical needs.**
- ☐ We follow **NHS medical guidance and procedures** to ensure all children are kept safe and well while at Nursery.

- ☐ **Mrs Warner and Miss Masterton** are our Nursery First Aider and is available to support with medical needs.

Uniform and Belongings

- Please label ALL clothing and belongings.
- Please provide a bag with **spare clothes and pants** etc
- Please make sure your child has a **water bottle** in school everyday
- Please provide a **coat** every day and in the **hot weather** a **sun hat**.
- **Wellies and waterproofs** - Nursery provide these, but your child is welcome to bring their own.



Nursery Fees

- **All nursery fees are paid through ParentPay.**

- ☐ You will receive information on how to set up your account this week.

- ☐ **Additional lunches and extra hours must be paid for in advance.**

- **Invoices will be sent at the start of each half term.**

- ☐ These should be paid within two weeks.

- ☐ **If fees are not paid, lunches and extra hours may need to stop until the balance is paid.**

All parents will be allocated a **parent pay account**.

- ☐ Please activate your account once you receive your log in details.

SEN Support

*Many of our children have different challenges or needs that we aim to support as inclusively as possible. Most of these needs can be met as part of a **high quality, inclusive curriculum**, with reasonable adjustments made when necessary. Some of our children may need additional provision, as recommended in the Department for Education's SEND Code of Practice, Buckinghamshire Council's Ordinarily Available Provision, NHS guidance and evidence-based best practice. These are embedded within day to day classroom practice.*

♥ EYFS Teachers work closely with families to support every child's individual needs.

- Observe your child to understand their needs.
- Try different strategies to support them.
- Monitor their progress and see what works best.
- Meet with you to discuss your child and our observations
- With your consent, ask for advice from other professionals when needed
- Our aim is to **work together with you to help your child feel happy, confident and successful in Nursery.**

If you have any additional questions or concerns about your child, please use the contact information below:
senco@stokenchurchprimary.bucks.sch.uk

SENCO's

Mrs F Avery (Monday - Wednesday)

Mrs C Howland (Wednesday - Friday) *designated SENCO for Nursery*

Safeguarding

At Stokenchurch, keeping your child safe and happy is our priority.

- Every child has the right to feel safe, cared for and supported.
 - Our staff are alert to any concerns and know how to respond if a child needs help.
 - Safeguarding is everyone's responsibility - staff, parents and volunteers all play a part.
 - Our Child Protection Policy and procedures can be found on the school website.
- Please follow our arrival and collection procedures carefully.
- Only authorised adults may collect your child.



Are you concerned about a child?

ALWAYS act on any concern.
Make a written record of your concern and share without delay.

Mr Stephen Sloan
Designated Safeguarding Lead
Acting Headteacher



Mrs Samantha Elliott
Designated Safeguarding Officer
Acting Deputy Headteacher



Mrs Francesca Avery
Designated Safeguarding Officer
SENCo



Mrs Kat Warner
Designated Safeguarding Officer
EYFS Lead



Miss Catherine Howland
Designated Safeguarding Officer
SENCo



Mrs Judy Pope
Designated Safeguarding Officer
Administration Manager



Please do not leave the site without sharing your concern, even if just a feeling.
Speak to one of the DSLs or email safeguarding@stokenchurchprimary.bucks.sch.uk

Remember, IT COULD HAPPEN HERE.

Online Safety

 Keeping children safe online is everyone's responsibility.

Together, we can:

- Keep children safe from unsuitable content and people online.
- Set healthy screen time limits.
- Help children learn how to use technology safely.
- Be good role models when using devices.
- Talk about online safety at home and in Nursery.



Key websites that can support in developing better understanding of E-safety for parents:

- <https://www.saferinternet.org.uk/advice-centre/parents-and-carers>
- <https://www.internetmatters.org/schools-esafety/parent-online-support-pack-teachers/>
 - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
 - <https://www.thinkuknow.co.uk/parents/>
 - <https://www.childnet.com/parents-and-carers>

Communication is key

- We want parents to feel comfortable talking to us.
- We will share important information through parent mail, newsletters, Tapestry, notice boards
- Please let us know about changes at home, worries, achievements or anything your child may be finding difficult.
- If you have a concern, please speak to us early so we can work together.



Supporting your child at home

- Share books every day and talk about the pictures.
- Sing nursery rhymes and play sound games.
- Count during everyday activities: stairs, toys, plates, socks.
- Encourage your child to dress, tidy and make simple choices independently.
- Go outside, explore nature and talk about what you notice.
- Most importantly: talk, play and enjoy time together!

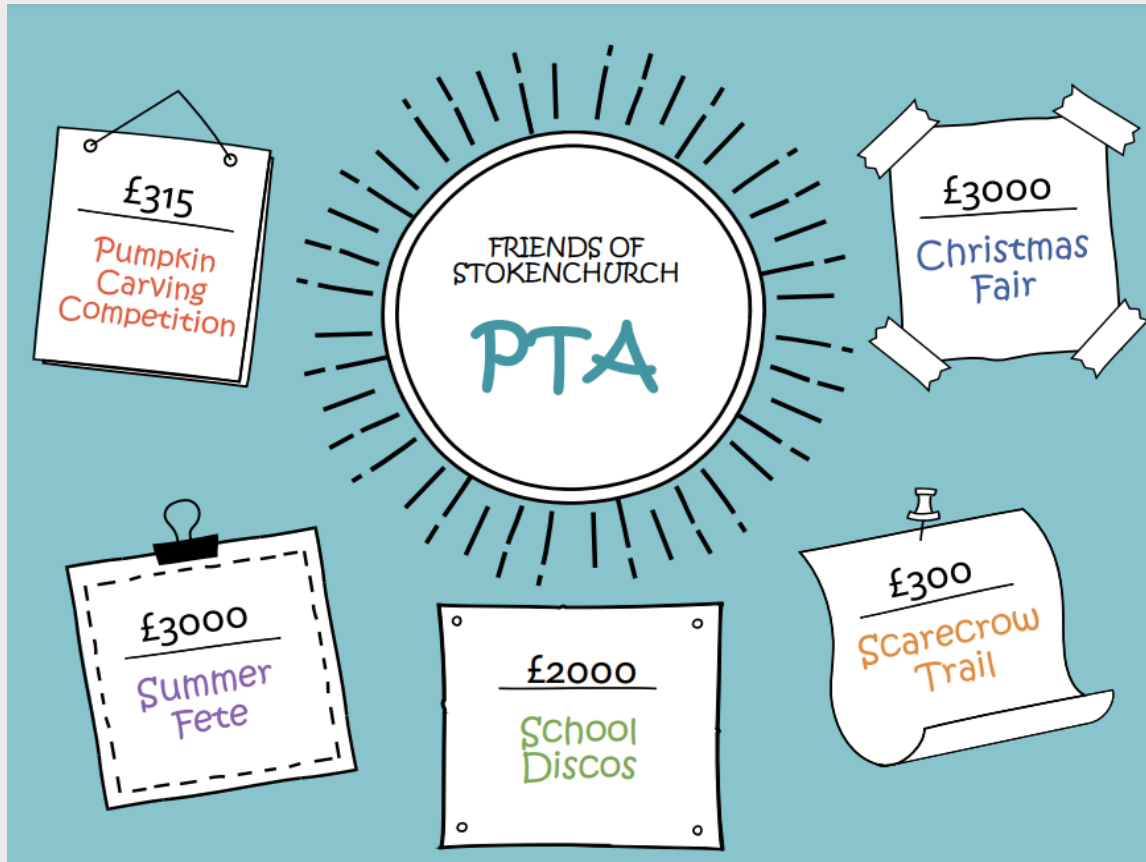


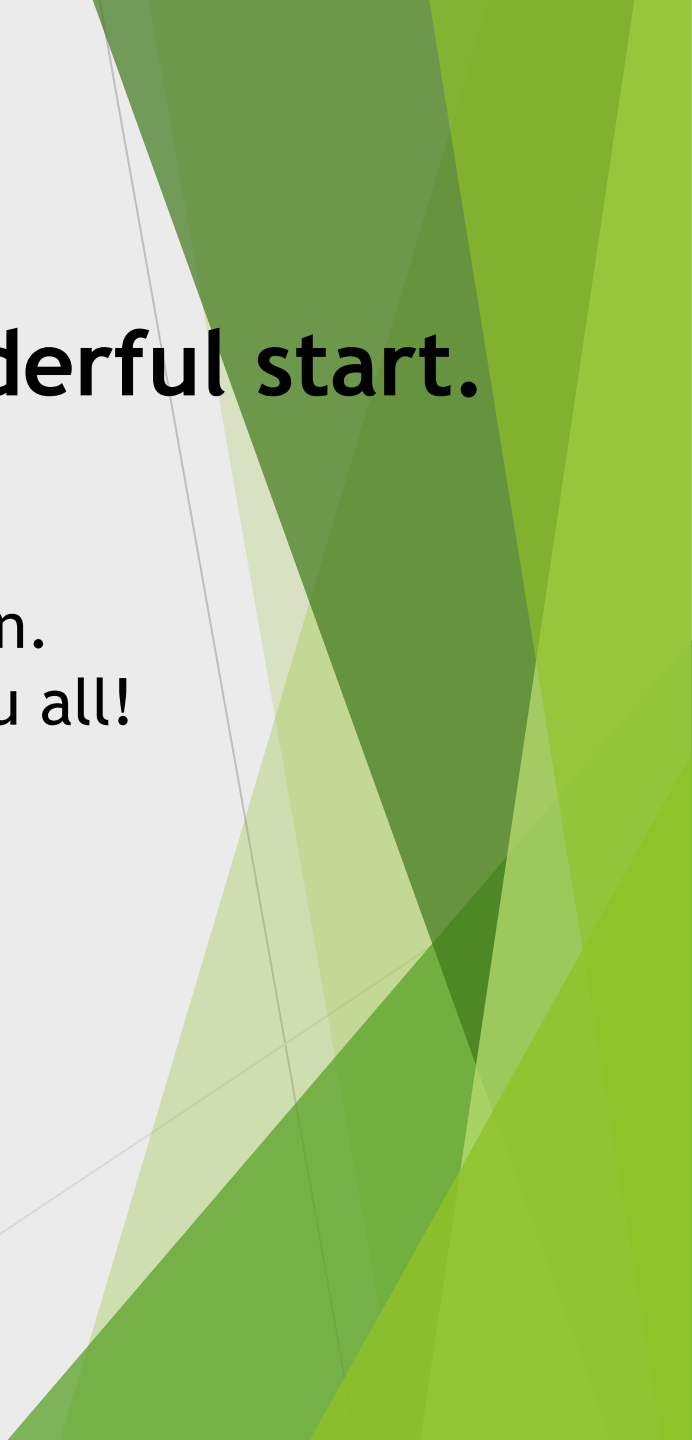
A few important reminders

- Please keep us informed about allergies, medical needs and changes in circumstances.
- Please keep your child's contact details up to date.
- Please avoid sending your child to Nursery if they are unwell in line with school guidance.
- Please check communications regularly.
- Ask us if you are unsure about anything — there are no silly questions!



PTA





Together, we can make Nursery a wonderful start.

Thank you for trusting us with your children.
We are looking forward to getting to know you all!