



STOKENCHURCH PRIMARY SCHOOL



Welcome to Nursery F1

Welcome.
Working Together!

HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT
CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL

Staff

Mr Stevens
Headteacher



Mrs McCammond
Deputy Headteacher



Mrs Linfield
Deputy Headteacher



Mrs Warner
Nursery Manager
Class Teacher



Miss Masterton
Nursery Nurse/HLTA



Miss Curzon
PPA Teacher
Thursday Afternoon



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Aims:

- Early Years curriculum
- Timetable, Routine and Expectations
 - Observation and Assessment
- Communication and Parental Involvement
 - Helpful Reminders

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PLAY IS OFTEN TALKED
ABOUT AS IF IT WERE A RELIEF
FROM SERIOUS LEARNING.

BUT FOR CHILDREN, PLAY
IS SERIOUS LEARNING.

PLAY IS REALLY THE WORK
OF CHILDHOOD.

- Fred Rogers

LUCKY FIRST

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.

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Early Years Foundation Stage Explained

“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

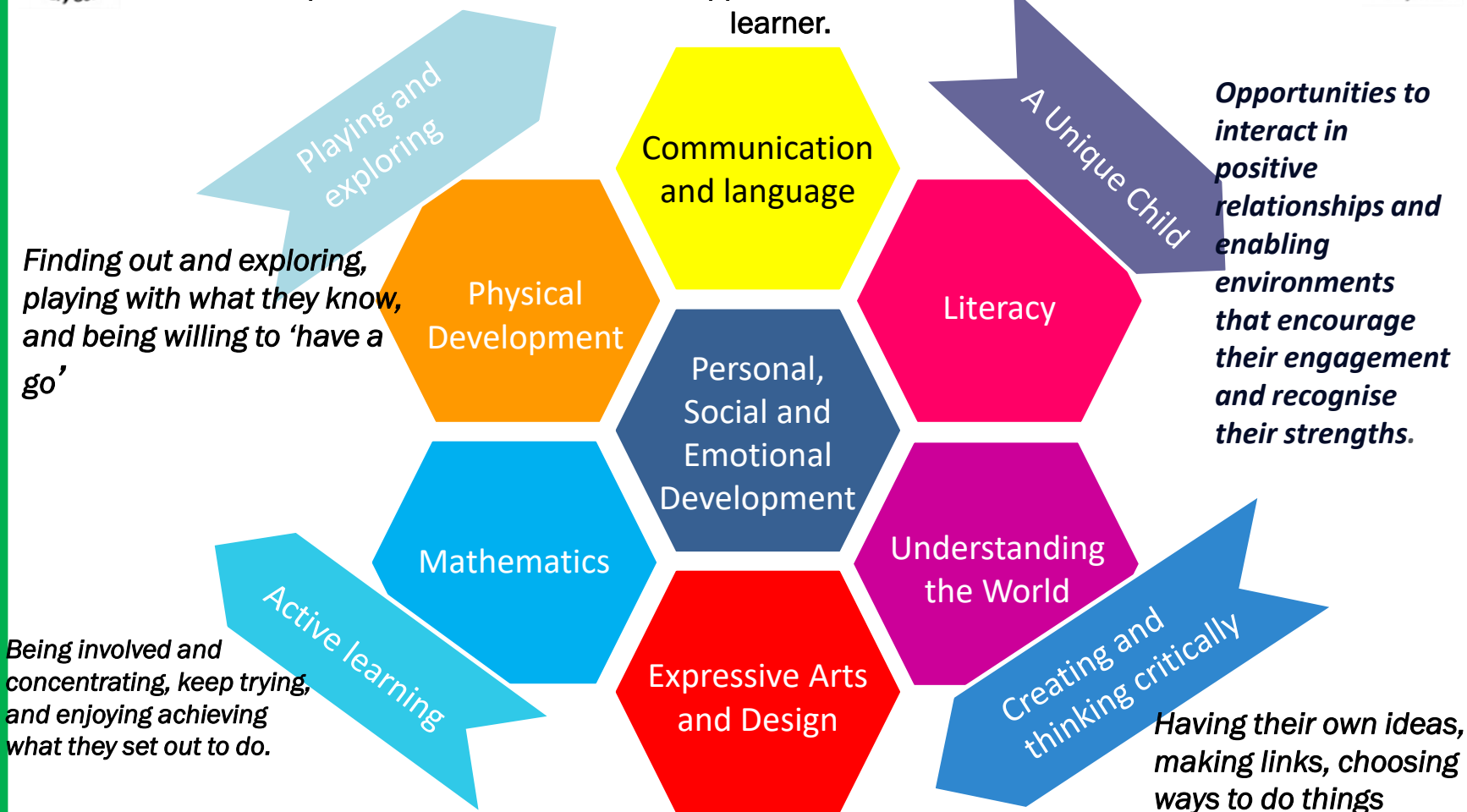


All areas
of learning and
development are **equally**
important and inter-
connected. We are here to
help shape well-rounded
children.

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Characteristics of Learning link with the 7 areas

The ways in which the child engages with other people and their environment underpins learning and development across all areas and support the child to remain an effective and motivated learner.



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Assessment and Progress

- In accordance with the changes to the EYFS Curriculum in 2021, Early Years staff now spend less time on recording observations and conducting assessments for evidence of development and progress. It is more important for our staff to spend time building relationships with your children through quality interactions and purposeful play.
- Children are no longer assessed against statements from an age band category. Instead, staff use their experience and knowledge to monitor if a child's learning and development is on track for their age across all of the areas of the curriculum. Assessment of learning is through teacher judgement with input from all Early Years staff.
- There is a greater emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
- Literacy and numeracy skills in Early Years have been adapted to support progression into the National Curriculum in Year 1.
- Safeguarding and welfare of pupils is still of upmost priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.



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EYFS Curriculum Topics

linking with our school values



Autumn Term	
T1	T2
HAPPY & VALUED	CURIOUS & AMBITIOUS
Marvellous Me	

Spring Term	
T3	T4
TOLERANT & RESPECTFUL	CONFIDENT & CONSIDERATE
Down in the Woods	Everyday Superheroes

Summer Term	
T5	T6
INDEPENDENT & RESILIENT	ENTHUSIASTIC & SUCCESSFUL
The World Around Me	On Our Way



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EYFS Curriculum - Overview of Learning in Nursery

Our curriculum has been developed using the Development Matters and Birth to Five guidance documents which link directly to the Early Years Framework.

In Early Years the children will be learning a vast variety of skills that will support them to become Safe, Ready and Respectful members of our school and the community.

We have created an overview of these skills which link directly to each of the seven areas of learning.

Nursery	Autumn Term		Spring Term		Summer Term	
	T1	T2	T3	T4	T5	T6
	HAPPY & VALUED	CURIOUS & AMBITIOUS	TOLERANT & RESPECTFUL	CONFIDENT & CONSIDERATE	INDEPENDENT & RESILIENT	ENTHUSIASTIC & SUCCESSFUL
Topic	Marvellous Me		Down in the Woods	Everyday Superheroes	The World Around Me	On Our Way
Personal, Social and Emotional Development Focus (PSED)	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 & Language Focus (CL)	Enjoy listening to stories and talk about what they remember	Understand questions and instructions	Use wider vocabulary in longer sentences	Start a conversation with others	Explore rhymes and songs and re-tell familiar stories	Use 'talk' to organise themselves and their ideas in play with others
Physical Development Focus (PD)	Take part in group activities involving balance and movement	Use one-handed tools and equipment	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 Focus (L)	Enjoy songs and rhymes Share stories with adults Draw freely	Join in with songs and rhymes Respond to stories Add marks to their drawings and give them meaning	Sing songs and rhymes during play Have favourite books Use their knowledge of print in their early writing	Repeat words and phrases from familiar books Make marks to represent their name	Ask questions and make comments about books Write some letters accurately	Develop play around familiar stories Copy/write some or all of their name
Maths Focus (M) <i>Linking with White Rose Maths Scheme</i>	Recite numbers past 5 Develop fast recognition of up to 3 objects Show finger numbers	Say one number for each item Link numerals and amounts Compare quantities	Experiment with their own symbols and marks Count in everyday contexts	Talk about and explore 2d and 3d shapes, selecting and combining	Make comparisons relating to size, length, weight and capacity	Talk about patterns, create their own patterns Describe a sequence of events
Understanding the World Focus (UW)	Use their senses in hands on explorations	Talk about what they see, hear and feel	Understand the need to care for our environment	Explore how things work	Know there are different countries and share their experiences of travel	Make sense of their own life
Expressive Arts and Design Focus (EAD)	Take part in pretend play	Explore colours and materials	Express their thoughts and feelings in different ways	Sing familiar songs and rhymes	Explore different sounds with a range of instruments	Express their feelings and ideas
Nursery Rhymes, Poems and Songs (Oracy)	Wind the Bobbin Up Two little dickie birds The Wheels on the bus Row Row your boat	I'm a little teapot Ring-a-ring-a-roses Clap Clap Hands... If you're happy and you know it	Busy Farmer Ben The Goats Came Marching Old McDonald had a farm Polly Put the Kettle on	Doctor Foster went to Gloucester Miss Polly had a dolly A sailor went to sea I've got a body	Twinkle Twinkle The bear went over the mountain Down in the Jungle An elephant walks like this...	The Big Ship Sails... Down at the station There were ten in the bed Were driving in our car

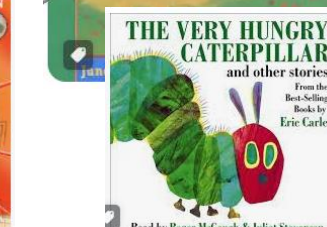
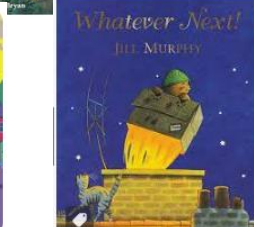
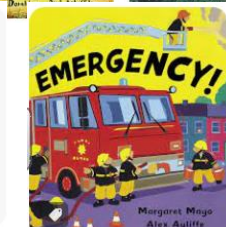
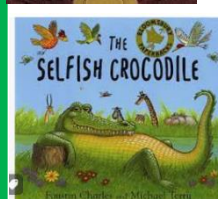
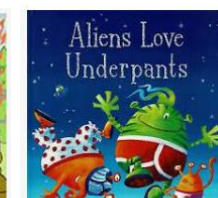
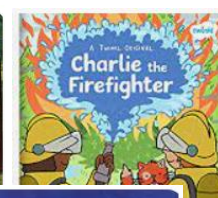
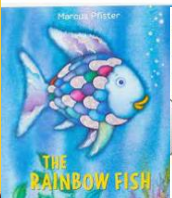
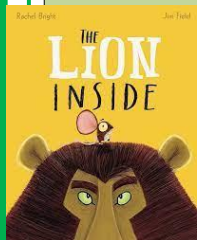
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EYFS Curriculum - Key Texts in Nursery

High quality texts will form the foundations of our learning in Early Years, enabling us to provide cross curricular experiences, linking with our over arching principle of the importance of play.

STOKENCHURCH PRIMARY SCHOOL AND NURSERY – CURRICULUM MAP 2023-24

Nursery	Autumn Term		Spring Term		Summer Term	
	T1	T2	T3	T4	T5	T6
	HAPPY & VALUED	CURIOUS & AMBITIOUS	TOLERANT & RESPECTFUL	CONFIDENT & CONSIDERATE	INDEPENDENT & RESILIENT	ENTHUSIASTIC & SUCCESSFUL
Topic	Marvellous Me		Down in the Woods	Everyday Superheroes	The World Around Me	On Our Way
Key Texts	During the first half term children are exposed to high quality texts carefully chosen to support engagement and develop skills in listening and responding during the children's settling in period.	Ravi's Roar The Rainbow Fish The Selfish Crocodile	The Tiger who came to tea. The Gruffalo Little Red Riding Hood	Emergency! Charlie the Firefighter Whatever Next	Aliens love underpants Rumble in the jungle Spinderella	Jaspers Beanstalk The Train Ride The hungry caterpillar
Key Vocabulary	Happy, sad, angry, hurt, sorry, kind words, kind hands, kind feet, share, listen, take turns, excited, nervous, calm, safe, respect, patient, thinking time, challenge, consequence, reward, celebrate	Furious, leapt, proud, dazzling, coral reef, selfish, awakened, astonished	Milkman, grocer, café, tusks, knobbly, poisonous, forest, wolf, axe, cottage	Emergency, blazing, flooding, tunnelling, hovering, teamwork, volunteer, brave, astronaut, rocket, chimney, space	Spaceship, bleeps, blinks, lurks, Speedy, scrabble, squabbling, creeping, leaping, wading,	Raked, sprayed, hoed, mowed, Journey, engine, gaggle, strutting, meadow, lighthouse Caterpillar, cocoon, chrysalis, days of the week
Linked Non-Fiction Texts	Face your feelings. Funny Bones! Big Cats Life on a coral reef.		Lifesize Baby Animals Look What I Found on the Farm Great Hunters All through the night.		Star Gazing Great Hunters Do you love Bugs? Life Cycles	



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EYFS Curriculum - WOW Experiences and Trips in Nursery

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Autumn Term	
T1	T2
HAPPY & VALUED	CURIOUS & AMBITIOUS
Marvellous Me	
Making mud pies, playdough Show and Tell Pyjama Party	Library Trip to the quiet garden and pond Cross the river!



Spring Term

T3	T4
TOLERANT & RESPECTFUL	CONFIDENT & CONSIDERATE
Down in the Woods	Everyday Superheroes
Tea Party/Teddy Bears Picnic Bake cakes/cheese twists/bread Visiting Theatre	Visiting Fire Engine, Ambulance and PCSO Box Rockets/Heroes Party



Summer Term

T5	T6
INDEPENDENT & RESILIENT	ENTHUSIASTIC & SUCCESSFUL
The World Around Me	On Our Way
Alien Invasion Space Dome/Rocket Launching Minibeast hunts/Bug Hotels	Nurturing plants/beanstalks Care for caterpillars Bekonscot Model Village/Bus Ride

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Phonics at Stokenchurch

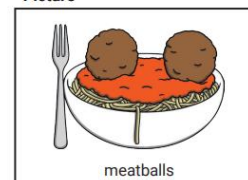
- Twinkl - Whole school synthetic phonics scheme which teaches children to read
- Taught to all children from Nursery – Year 2
- Taught as an intervention where needed for children in Years 3-6
- Daily, interactive lessons
- Songs, rhymes, actions to make learning fun and memorable
- Reading books to support current phonics learning
- 'Crib sheets' to bring the children's learning home and to support parents



Today, we have been learning m.



Picture



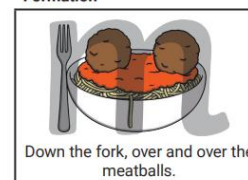
meatballs

Action



Yummy! Rub your tummy.

Formation



Down the fork, over and over the meatballs.

Song

(To the tune of 'One Man Went to Mow')

Meatballs,
m - m - m,
How we love to eat them,
Meatballs,
m - m - m,
How we love to eat them!

Word List

Can you robot-talk and blend to read these words?

am

man

mat

map

Tim

Sam



Phonics in Nursery



Level 1

Level 1 Overview

Level 1 Aspects

Aspect 1 General Sound Discrimination – Environmental Sounds

- Develop listening skills and awareness of sounds in the environment
- Identify and remember the differences between sounds
- Talk about sounds in greater detail

Aspect 2 General Sound Discrimination – 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

Aspect 4 Rhythm and Rhyme

- Experience and appreciate 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

In the Summer Term we begin learning the foundations of Level 2 in preparation for transitioning to Reception. Level 1 will run alongside this. More information to follow.

Nursery Routine



8.30/12.30

Welcome and Warm up



8.50/12/50

Register and Counting



9.00/1.00

Carpet Time



9.15/1.15

Snack Time



9.30/1.30

Choosing Time



10.50/2.50

Tidy Up



11.00/3.00

Phonics



11.15/3.15

Story



11.30/3.30

Home Time

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Extended Nursery Provision – 30 hour funding

Afternoon sessions 12.30pm – 3.30pm

Flexibility to accommodate your individual needs

Optional lunch 11.30 – 12.30

We kindly ask you to provide a packed lunch for your child.

Please be aware that we have children in the school who have serve nut allergies.

Please ensure that all food sent into school is nut free. Many thanks for your support.

Option to pay for afternoon sessions if you not eligible for funding



Not sure what support
You could get with
childcare costs? Go to
childcarechoices.gov.uk

Childcare
Choices

HM Government



In the Summer Term we begin learning the foundations of Level 2 in preparation for transitioning to Reception. Level 1 will run alongside this. More information to follow.



I completed my turtle by adding googly eyes and squares for a more realistic 'shell'.

Tapestry is a secure online Learning Journal we use across the Early Years and into KS1. It records photos, observations and comments, in line with the Early Years Foundation Stage curriculum.

However, with the changes to our curriculum as mentioned, it is quality over quantity in moving forward. Our time is best spent working with our children.

In Nursery we use Tapestry to give you an insight into the experiences your child is having at school. Each week we will upload photographs/videos with a brief description of the learning that has taken place and the area of development it links with.

We encourage you to look through these moments with your child at home so you can share the experiences together. We also encourage you to share any key moments, special events or significant achievements that happen at home, you can do this by adding in photographs, videos or just adding a comment onto your child's profile.

We will then take the time to celebrate these moments, strengthening our home-school links. You will be receiving your personal account details and further information next week.

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Communication

- ✓ [School website](#) – please do check regularly – particularly the year group and Nursery page where you will find more information about our topics and focused learning.
- ✓ Twitter account @stokenchurchps
- ✓ ParentMail
- ✓ Weekly school newsletters
- ✓ Half-termly knowledge organisers
- ✓ Parents evening in November and March
- ✓ End of year report
- ✓ At the beginning and at the end of the day, once all the children are dismissed



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Special Educational Needs and Disability (SEND)



At Stokenchurch Primary School we want all of our children to reach their full potential. Everyone has different strengths, and we aim to discover and nurture these strengths during the time our learners spend with us. 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.

If you have any concerns about your child, the first point of contact will typically be with your child's class teacher. Class teachers are trained professionals with a strong understanding of how to support all learners. They are well placed to discuss any assessments or observations, and implement any strategies or provision. As SENCOs we work collaboratively with the staff in school and outside agencies to support this process. Regular training and advice sessions from other professionals are also regularly organised. We have robust systems in place to ensure information is shared effectively between staff.

If you have any additional questions or concerns about your child, please use the contact information below:

senco@stokenchurchprimary.bucks.sch.uk

SENCOs: Mrs F Avery, Miss C Howland

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OUR CODE OF CONDUCT

We are always:		
READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
1	'LOOK SMART; LEARN SMART': We represent STOKENCHURCH with pride!	
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 always strive for our best.	

At Stokenchurch Primary School, we strive to create a happy environment where positive and caring attitudes towards one another are developed and achievements at all levels are acknowledged and valued – at ALL ages. When sanctions are necessary, we try to make sure they are fair and have meaning to the child so that they learn to accept responsibility for their own behaviour.

We ask parents to support us and always let us know if they have any queries or concerns.

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Managing Children's Behaviour at **STOKENCHURCH**








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

How do we achieve and maintain this?

- Having strong values that are regularly reinforced by all
- Being very clear and consistent with our expectations
- Remaining positive with and listening to the children
- Using positive rewards regularly (praise, house points, Golden Folder, messages home, etc.)
- Regular communication with home
- Tackling issues as they arise calmly and effectively



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READY	RESPECTFUL	SAFE
OUR CODE OF CONDUCT		
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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 always strive for our best.	

We are always:		
READY	RESPECTFUL	SAFE
CONSEQUENCES		
1	Warning	
2	Think About My Choices and Fix It	
3	Time out	
4	Parallel Year Group Teacher	
5	SLT/ Deputy Head	
6	Mr Stevens	
7	Parents Informed	

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Safeguarding



Stokenchurch Primary School is committed to ensuring the welfare and safety of all our children in school. We believe that pupils have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the safeguarding processes to avert and alleviate any such problems.

If you are ever concerned about the safety or well-being of someone at our school, please talk to one of the school's Designated Safeguarding Leads (DSLs). See below for information.

OUR DESIGNATED SAFEGUARDING LEADS (DSL'S)

Mrs C Linchfield (Leader)
Mr N Stevens (Deputy)
Mrs H McCammond (Deputy)

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Medicines



Please fill in the relevant forms for prescription and non-prescription medication, including inhalers.

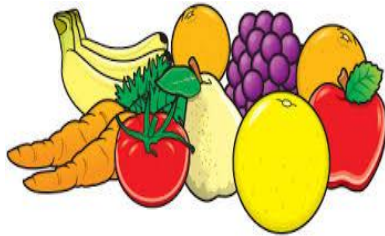
The medication has to be in the original packaging with the prescribed label on from the GP. We are allowed to administer antibiotics if prescribed if they have been prescribed 4 times a day.

Health care plans have to be updated annually so you will receive one soon to complete.

Any change in your child's medical needs or you would like to discuss it please feel free to contact either myself or your child's year group first aider.

Mrs Springett - First Aid Manager

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Fruit and Milk



Fruit and milk are provided free of charge for snack time. Cool Milk will then add your child to the drinking list register supplied to the school. All children in nursery are already registered to receive milk.

First Aid

All teachers have completed a basic first aid course, and each year group has a first aider who has been on a longer three day course. Miss Barker is our designated First Aider. Please see Miss Barker if you need to fill out a healthcare plan for your child.

Please note: lip balm, suntan lotion and cough sweets are not permitted in school.



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E-Safety & Social Media Safety



The internet is an amazing resource which enables children and young people to connect, communicate and be creative in a number of different ways, on a range of devices. Over the last few months the importance of this resource has become very clear!

It is important that we work together to support children in getting the most from this resource in the safest way possible.

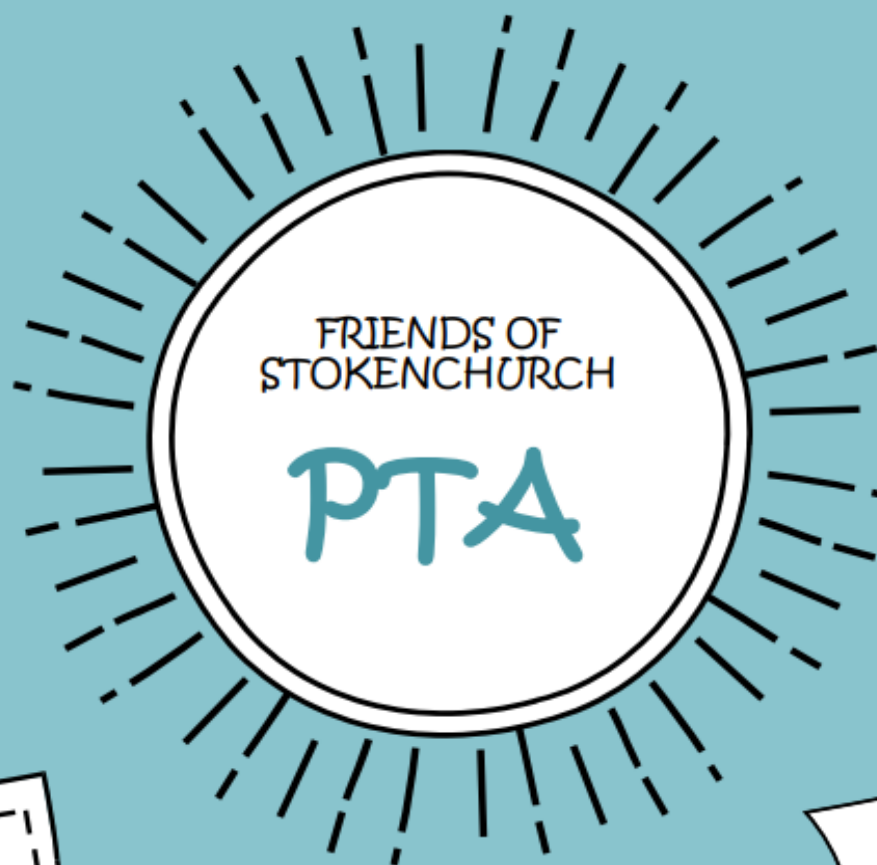
Key websites that can support in developing better understanding of E-safety for parents:

- <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>
- <https://nationalonlinesafety.com/guides>



If you have additional questions regarding specific websites or apps then please check their guidance and terms of service. If you remain unsure then please contact the school and staff will help where they can!

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Friends of Stokenchurch Primary



What is the money spent on?

Pantomime Production

Library revamp & Quiet Garden

Homework Diaries & Workbooks

Playground Pergola & Sail Shades

F2 Graduation Bears & Y6 Hoodies Subsidy

How can YOU help?



- ✓ Like our Facebook page
<https://www.facebook.com/StokenchurchPTA/>
- ✓ Sign up to the Easyfundraising website
<https://www.easyfundraising.org.uk/invite/XCgTCK/GQHEFI>
- ✓ Join our 50/50 Club
<https://primarysite-prod-sorted.s3.amazonaws.com/stokenchurch-primary-school/UploadedDocument/f25460c48fc74fa8a76ca2e6a449c036/spis-friends-5050-club-1.pdf>
- ✓ Donate your unwanted clothes, shoes and linen to our textile recycling bank.

Have you named your child's belongings?

Did you know you can quickly name all of your child's belongings and raise money for our school at the same time?

Stampastic ink name stamps

https://stampastic.co.uk/pages/school/welcome#a_aid=5b65511395590



Stikins® name labels

<https://www.stikins.co.uk/?NAME-LABELS=22424>

Keep in touch and stay informed

- <https://www.facebook.com/StokenchurchPTA>
- <https://twitter.com/StokenchurchPTA>
- <http://www.stokenchurchprimary.co.uk/pta/>
- stokenchurchprimarypta@outlook.com



Helpful Tips...

We're Going Back To School



- Label everything....socks/ jumpers/EVERYTHING!
- Practise putting things in and taking out of bags! Remind children to tell the teacher if they have letters to give in.
- Continue to practise taking shoes on and off, undoing and doing buttons, putting coats and jumpers on and taking them off!
- No jewellery to be worn in school
- No toys to be brought into school unless previously agreed with your child's class teacher. If any toys arrive in school they will go away in the Nursery Office until the end of the day to keep them safe
- During drop off and collection, please ensure your children stay with you at all times and do not play with the playground equipment.
- **Activities that have been set out in the playground must not be played with – they are ready for learning and lessons.**
- Please provide a pair of named wellington boots to be kept at school for outdoor activities and wet play
- For those who stay for lunch
 - Please cut small food lengthways – e.g. **grapes, tomatoes** – please see NHS website for more information.
 - Please make sure your children can open the contents of their lunch boxes, and that the amount given is appropriate. ***No nut policy***

HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT
CONSIDERATE INDEPENDENT RESILIENT ENTHUSIASTIC SUCCESSFUL



Things to look forward to...



- Exciting, purposeful play.
 - Stay and let us share
 - Our new outside area
 - Library Visits
 - Quiet Garden
 - Baking
- Sharing your child's learning journey
 - Parents Evening
 - End of term celebrations
 - Christmas Performance
 - Assemblies with Reception

HAPPY VALUED CURIOUS AMBITIOUS TOLERANT RESPECTFUL CONFIDENT
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Our learning so far... (and it's only been a week!)

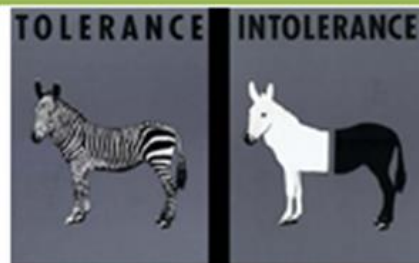


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HAPPY		VALUED
CURIOUS		AMBITIOUS
TOLERANT		RESPECTFUL
CONFIDENT		CONSIDERATE
INDEPENDENT		RESILIENT
ENTHUSIASTIC		SUCCESSFUL

