



# Welcome to 6 Weeks In

Ready

Respectful

Safe

# Senior Leadership Team (SLT)



Mrs Emberson  
Headteacher



Mr Stockton  
Deputy Headteacher

# Inclusion & Extended leadership team



Mrs McCartney      Mrs Smallman  
Assistant Head Teachers  
Inclusion Managers



Mrs Hooper  
Assistant Head Teacher  
Teaching and Learning

# Nursery support staff



Mrs Timms  
LSA



Miss Lopez  
LSA



Mrs Riley  
HLTA



Why do parents matter for children's learning and wellbeing?

How much time does your child spend out of nursery?

Families are our most important place of learning.

Children learn more from what parents do than from what they say.

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# Three keys to success at nursery:

Ensure children are...

- Safe
- Happy
- Learning

...& supported at home

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# EYFS Framework



Children develop and learn at different rates and in different ways.

Sometimes children have some early difficulties in their development. With the right help, they can quickly grow out of these difficulties.

Some children have long term difficulties. It is important to identify what their needs are and make sure they get the support they need.

Every child can make good progress, with the right support.

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# How will my child learn?

The EYFS framework identifies the essential role of play in your child's development. It is through both child-led play and play guided by an adult that your child will develop confidence and relationships with others.

Some learning will be through adult led sessions such as phonics and other learning will be through play based opportunities independently and with the support or guidance of an adult.





# How will I know how my child is doing at school?

Our Early Years team use their professional knowledge to understand your child's level of development. If we have any concerns about your child's progress, we will discuss these with you.



**ClassDojo**



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# Our curriculum



Long Term Goals Pear			
<b>PSED</b> To become a <b>Sparkly Star</b> who happily greets and interacts with others, sharing thoughts and resources patiently, valuing self and others and willing to persist and not be daunted by failure.	<b>C&amp;L</b> To become a <b>Happy Chatter</b> in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others.	<b>PD</b> To become a confident <b>Risk Taker</b> and develop body strength when climbing up, across and down various parts of the climbing frame, whizzing around the track on the trike and digging and building obstacle courses.	<b>Reading</b> To become a <b>Book Worm</b> and readily access them for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.
<b>Phonics</b> To become a <b>Superhero Listener</b> with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness.	<b>Pre-Writing Skills</b> To become a <b>Funky Finger Expert</b> who builds up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip.	<b>Maths</b> To become a <b>Maths Master</b> of embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.	<b>Construction</b> To become a <b>Crafty Construction Builder</b> who can build a model that has multilayers of purposefully positioned pieces and spaces between.
<b>UW</b> To become an <b>Intrepid Explorer</b> who investigates challenges with an inquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict. 	<b>Art</b> To become a <b>Creativity Expresser</b> who develops ideas using embedded skills, techniques and knowledge of experiences and artists to represent and complete their dreams.	<b>Music &amp; Dance</b> To become a little <b>Music Jiver</b> who can discern a few instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm.	

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# Our curriculum



## Communication & Language

We will start to talk about how we are feeling, using the Zones of Regulation emotion suitcase.  
We will be learning to pay attention to more than one thing at a time.  
We will talk about the stories we have read.  
We will begin to hold conversations with our friends.

## Autumn Skills Map



## Literacy

We will be learning lots of nursery rhymes and celebrating World Nursery Rhyme Week.  
We will be encouraging the children to look at books carefully.  
We will be talking about the pictures we have drawn.

## Physical Development

We will be learning to use the large playground equipment safely.  
We will be learning to take off and put on our own coat and shoes.  
We will be learning to draw lines and circles using gross motor movements.

The skills the little Pears will be working on this term are ...



## Maths

We will be providing a variety of construction materials for the children to explore and play freely with.  
We will be learning all about the number 1 and 2.  
We will be learning to sort objects and make repeated patterns.

## Understanding the World

We will be talking about our families and sharing photos of them.  
We will be reading the story Only One You and celebrating our uniqueness.  
We will be learning all about Autumn, Diwali, Eid, Hannukah and Christmas.

## Personal, Social & Emotional Development

We will be learning to become independent, by doing our jobs.  
We will be learning to have kind hands and listening ears.  
We will be learning to play with our friends.

## Expressive Art & Design

We will be using our home corner to develop our role-play.  
We will be using paint to make self-portraits, thinking about the colours we are using.  
We will use natural materials to make pictures.  
We will be putting on a Christmas performance.

## How you can help at home

Welcome to Pearl! I am looking forward to this year and we have lots of exciting things planned! Our trip to Tilgate is on Wednesday 27<sup>th</sup> September This term we will be encouraging your child to become independent. Please help at home by encouraging them to take their coat and shoes on and off by themselves. Buttons, zips and fasteners can be fiddly things to master but if your child practises it will benefit the development of their fine motor skills which are required to hold pencils, manipulate resources and objects and of course build their self-confidence. Encourage your child to talk about their day and who they shared it with. Enjoy sharing books with your child, read to them, look for objects on the page, and talk about the pictures. Miss Lopez and Mrs Jimms are the support staff who will be working with me. You can message me via class DOJO but please be aware that I may not have time to answer until the end of the school day. Any questions please ask.  
Mrs Butcher

# Areas of learning



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# The prime areas



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# The specific areas



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# Your pack contains:



## Playing at home with phase 1 phonics

**Nature walk** – Explain you will be listening for sounds, in a woodland area which is safe. Listen in wonder and ask open questions starting with what, where, how, why, when. Model writing on the clipboard the sounds you can hear and encourage children to draw pictures if appropriate.

**Musical statues with a twist** – Play their favourite music, ask them to clap and dance to the music listening to the beat, when the music stop strike a pose and freeze.

**Read a rhyming book** – Pause just before you say the rhyming word to see if they can shout it out, anything will go.

**Walk in the outside** – Pick a sound out of a hat, take a Dictaphone on a walk and record things that start with a certain sound. Count how many things you found when you return. You could keep a chart and do this each day.

**Shopping bag** – Play the game 'I went to the shop and I bought...' using a shopping bag and objects. Each item must be recalled in order.

**Sound lotto game** – Soundtracks game and farm lotto games are excellent fun to play and teach children many other skills too.

**Sound story time** – read a story and ask your child to play an instrument that they choose to make a sound of something in the story.

**I spy** – Take turns to play 'I spy with my little eye with the sounds.'

**Tongue twisters** – Give yourself a name with a tongue twister i.e. Silly, special, sunshiny Sam! Help your child to come up with theirs. Use their tongue twister name when calling out their name going forward.

**Dress up** – Put some dressing up items into a bag. Child to pull out items e.g. hat. If they can tell you the initial sound they can put it on.

**What's in the box** – Have a box with some items in you can sound out. Say 'Inside the box is a h-a-t'. Can they tell you what is in the box? Have a look if they are right. Repeat with other objects.

**Can you find** – Hide some CVC objects around the room or outside, ask your child to find the object but say it in sound talk or using robot arms to segment the word.

**Animal sounds** – Put some farm animals in a bag, pick one and when they do they have to make the sound that animals make.

**Sounds like** – Ask your child to find an object in the room i.e. Car. Can you find another object in the room that starts with the same sound i.e. Cup?



## Fine Motor skills.

These are some great activities to help your child develop the muscles they need to become a great writer.



West Suffolk  
NHS Foundation Trust

## Patient information

### Sleep - a guide for school aged children

#### Why getting a good night's sleep is so important?

Getting sufficient sleep has been shown to benefit memory, learning, attention, mood, behaviour and physical health.

#### How many hours does your child need?

Age	Hours of sleep
Pre-school (3 - 5 years)	11 - 13
5 - 9	10 - 11 hours
10 - 14	9 - 9.75
15 - 17	8.5 - 8.75
Adults	7 - 9

(Information from National Sleep Foundation and NHS Choices)

Thank you for coming!  
Please take a pack and  
fill in an evaluation  
form.



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