

King's Hedges
Educational Federation

Nursery Prospectus 2015-16



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Nursery Checklist

To make the best possible start in school, your child will require the following items to be in school daily:

- Book bag (including their school reading book, home school book and learning folder)
- A change of clothes including underwear and socks.
- Indoor shoes
- Wellington boots
- Raincoat
- Sunhat (warmer months only)

Through out the year we will ask for you support with our topic, please look out for notices!

Uniform

At Kings Hedges Nursery, we strongly encourage all children to wear our school uniform and ask all children to wear a school jumper. Logoed wear is not essential but we do request you to dress your child in the school colours of purple, yellow and grey. Jumpers and polo shirts with the school logo on are available for buy from the school office.

Please do not put your child in their 'best' clothes for nursery as a lot of activities take place that involve paint, glue, etc. Clothes should be easy to manage and **CLEARLY LABELLED WITH YOUR CHILD'S NAME.**

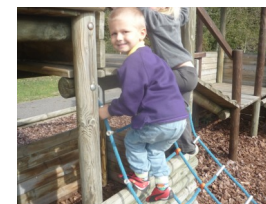
Book bags are also for sale at school. These are very useful in keeping books in good condition travelling between home and school, and also help letters get home!



Welcome

A warm welcome to you and your child from everyone in the Nursery at Kings Hedges Educational Federation. We are a caring, vibrant and creative Nursery devoted to providing children with exciting first hand experiences within a nurturing environment.

Nursery is part of the Early Years Foundation Stage, it forms the first year before your child moves onto Reception. Your child will be in Nursery until the September of the year they turn 5 years old. The aim of this booklet is to explain how we provide for your child during their time in Nursery, and to give information that will help you settle your child into their new routines. We believe in building a strong positive partnership between home and school. Please do not hesitate to contact a member of the team if you require further information.



Kings Hedges Nursery Class
Northfield Avenue
Cambridge
CB4 2HU

Tel: (01223) 518330

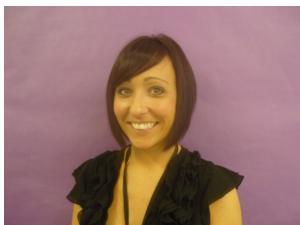
e-mail: admin@kingshedges.cambs.sch.uk

Adults in the Class

All staff within the Nursery are committed to ensuring that every child has equal opportunity to access a challenging curriculum. Alongside the class teachers there is a dedicated team of teaching assistants who have a significant role as your child's Key Worker. We are also fortunate to work alongside Cambridge Regional College and Cambridge University in training people to work with young children.

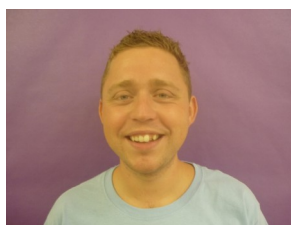
Teacher

Mrs Westwood



HLTA

Mr Thulborn



Teaching Assistants

Mrs Brandon

Miss Croft

Mrs Grzalak-Kipka

Parent Helpers

We ask parents to complete 'WOW' moment certificates to let us know about fantastic learning and achievements at home and we celebrate these in school.

The key workers are usually available at registration and after school should you need us, otherwise feel free to arrange a more formal meeting at a convenient time by completing a meeting request form at the school office.



Keeping You Informed of Your Child's Progress

We have lots of opportunities for you to learn about your child's progress in nursery. We have nursery opening evenings where you can look around, see your child's work on display and discuss their progress with their key worker. You will receive regular feedback on the progress of your child, and will receive an end of year report, celebrating the achievements they have made.

Throughout the year, we compile a file of your child's online 'Learning Journey'. We use the iPad App 'Tapestry' to record observations of their significant achievements, special interests and developmental milestones, along with photographs taken during their time with us. You will be invited to join the website and view these observations from home. We would welcome you to add any comments, accounts of special days and outings, photographs or anything that you feel would make the Learning Journey even more special.

Settling in

The 'settling in' procedure is designed to help your child to gradually settle into the Nursery routines. Experience has shown that these sessions will enable your child to gain confidence more readily, as they become familiar with the nursery environment and members of staff.



Before starting Nursery you will have a home visit from two members of the Nursery team, this will enable you to get to know the staff, school and to share invaluable information about your child with us, as well as asking any questions you may have.

You will then be invited for a Nursery visit with your child where you can meet all the staff and existing children and explore the Nursery environment together. Following your visit your child will attend their first unaccompanied session at



The Early Years Foundation Stage

Purpose and Aims

Every child deserves the best possible start in life and support to fulfill their potential. The overarching principles of the EYFS that shape practice are:

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



- Children learn to be strong and independent through **positive relationships**;



- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and



Home Learning

Every Friday we send the 'Home Link' activities for the upcoming theme, please do these short daily activities with your child at home to support their in-school learning. Sharing a book together every day for 10 to 15 minutes will compliment the reading we do at school. Your child will bring home books daily, please sign the home-school book to show that you have read each day and talked about the book with your child.

Other invaluable homework activities are things like cooking, cleaning, washing, shopping and visits. If you would like more ideas for activities then please ask!

The Outdoor Curriculum

We have fantastic outside learning spaces at Nursery, including a grassy village area with music trail, forest, climbing frame and bridge, imagination shed, stone pulley pit, water pump, balance beam and blocks and creative area. The children are encouraged to be outdoors, taking part in adult led activities and those that are initiated by themselves. Please ensure that your child is prepared for being outside in all weather, this includes bringing 'wellie' boots for when the ground is wet, as well as waterproof coats and trousers! It is important that your child has a hat at school, particularly in the sunnier months.

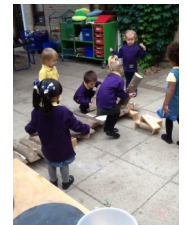


- **Children develop and learn in different ways and at different rates.** The framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities.



In planning and guiding children's learning, practitioners must reflect on the different ways that children learn. The three characteristics of effective teaching and learning are:

- **Playing and exploring** – children investigate and experience things, and 'have a go';



- **Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

- **Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things



links

Areas of Learning

There are seven areas of learning covered by the EYFS curriculum, all areas of learning and development are important and inter-connected. At King's Hedges Educational Federation, all seven areas are delivered through planned, purposeful learning, with a balance of adult-led and child-initiated activities. The three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and building their capacity to learn, form relationships and thrive. The three **prime areas** are:

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.



<u>Morning Session</u>	<u>Activity</u>	<u>Afternoon Session</u>
10.30 – 10.50	<u>Sound Work</u> We learn active, theme related rhymes and songs that promote phonological awareness and begin to learn letter sounds and key words to support out reading and writing through systematic phonics teaching	2.30 – 2.50
10.50- 11.00	<u>Independent Learning Inside</u> Children develop their independent learning skills and apply learnt skills and vocabulary with peers.	2.50- 3.00
11:00-11:20	<u>Number Work</u> During number work we learn to say our numbers, count accurately, recognise and write out numerals as well as enjoying counting songs and learning mathematical concepts.	3:00-3:20
11.20- 11.30	<u>Story and Home Link</u> The children enjoy listening to a theme related story before singing our goodbye song together. We share with the children their daily home link activity to be completed at home. This activity promotes family involvement in your child's education.	3.20 – 3.30

Timetable

<u>Morning Session</u>	<u>Activity</u>	<u>Afternoon Session</u>
8.30– 9:00	<u>Self Registration and Independent Learning</u> Parents support children with self registering; writing name on whiteboard and choosing an activity in the classroom Before coming together for the carpet session	12.30– 1:00
09.00–9.20	<u>Clues and Questions...</u> ...is a whole-group activity that introduces the thematic concepts for the day with the help of Curiosity Cat and the book of the week.	1.00– 1.25
9.20 –9:30	<u>Handwriting and Talk Time in groups</u> Children write their name and/or key words to develop their pencil grip and control and letter formation. In groups the children practise using theme vocabulary during inside lab sessions.	1.20 – 1:30
9:30-10:00	<u>Outside group work and Independent learning</u> The children develop their personal, social and emotional skills during both adult led and independent activities outside.	1:30-2:00
10:00–10.15	<u>Snack Time</u> Every day the children sit down for milk and fruit and snack time. Snack time promotes physical well-being while building interpersonal and self-help skills through peer and adult-child interaction.	2:00– 2.15
10:15-10:30	<u>Independent Learning and Tidy up</u> The children recall and summarise activities to reinforce the skills and concepts they have learned throughout the day and the week.	2:15-2.30

Communication and Language

development involves giving children 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

involves providing opportunities for young children to be active and interactive; to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



Children are also supported in four **specific areas** through which the three prime areas are strengthened and applied.

The **specific areas** are:

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials to ignite their interest.



Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.



Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.



Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing thoughts, ideas, and feelings through a variety of activities in art, music, movement, dance, role-play and technology



Curiosity Corner

We teach the Statutory Framework for the Early Years Foundation Stage through a curriculum called **Curiosity Corner**.

“The overall goal of Curiosity Corner is to ensure that every child enters reception with the language skills, early literacy, mathematical concepts, social skills, self help skills and self-confidence necessary for success in reception and the primary years.”

Curiosity Cat



Please see the timetable on the next page for a typical day in nursery.