



Transition to Nursery

OUR LADY OF PEACE PRIMARY AND NURSERY SCHOOL

Welcome

Dear Parents, Carers and children,

A huge welcome to Our Lady of Peace Nursery Class!

Some children and their families will be familiar with the school after siblings attending Nursery, some parents and carers will have attended the school as a child, and some of you will be completely new to us.

This presentation is full of information that will benefit everyone. You will have already received a transition booklet which is full of photographs and information for you to share with your child/children, and we hope that alongside this presentation, it gives you a good idea of what to expect in September.

We have been going through some unprecedented times but please be reassured that we have planned the start of the new school year to meet the emotional as well as academic needs of the children. We look forward to meeting you all in September.

We wish you a happy and safe summer.

Kind regards

Mrs Bainbridge

Start Days and 'meet the teacher' appointments

Please check your email from our admissions office regarding your child's start day.

We will be inviting you to a 'meet the teacher', 'getting to know you' appointment, the date and time of which has been communicated in the same email. The children do not have to come to this meeting in school uniform and if you cannot make this meeting please let us know using the following email nursery@olopprimary.co.uk

Meet the Nursery Team

St Nicholas Class



Mrs Featherstone



Mrs Bainbridge
Nursery Teacher



Mrs Sahota



Mrs Dhaliwal

Senior Management Team

- ▶ Mrs J Holden – Head Teacher
- ▶ Mrs R Sidhu – Deputy Head Teacher Phase Leader Year 2
- ▶ Mr T Head – Assistant Head Teacher Phase Leader Year 5 and 6
- ▶ Mrs L Clark – Assistant Head Teacher – Early Years and Year 1
- ▶ Mrs L Shoard – School Business Manager
- ▶ Mrs H Hadaway – Inclusion Manager and Designated Safeguarding Lead
- ▶ Mrs R Gunn – Phase Leader Year 3 and 4

The Early Years Foundation Stage

In Nursery your child will be learning through independent and collaborative play and exploration, adults playing alongside your child and direct teaching time, when children are asked to sit and listen to the class teacher and support staff in small groups. Each term a new timetable will be put on the school website so that you can see what we are learning, when.

As the year progresses the expectations of the children grow with them. They will be expected to undertake more adult directed tasks with and without supervision.

It is expected that children work towards their Early Learning Goals in Nursery as they are expected to achieve the goals by the end of their Reception year. As we know, all children learn at different speeds and meet their milestones at slightly different ages.

You will be informed of your child's progress at parent's Evenings which are held in the Autumn and Spring Terms.

Early Learning Goals

(apply from 1st September 2021)

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Maths	Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World	Past and Present	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

What does the day look like in Nursery?



Our Lady of Peace Catholic Primary and Nursery School
Nursery Timetable for academic year 2021 - 2022
Weekly Timetable - Advent Term 2021 - until October half term
'With Christ in our hearts, together we grow.'

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9.15am	Child -initiated learning indoors	Child -initiated learning indoors	Child -initiated learning indoors	Child -initiated learning indoors	Child -initiated learning indoors
9.15 - 9.25am	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community.	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community.	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community.	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community.	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community.
9.25 - 11.00am	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.
11.00 - 11.15am	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.
11.15 - 11.45am	Story and songs. FT children get ready for lunch & AM children get ready for home. Prayers.	Story and songs. FT children get ready for lunch & AM children get ready for home. Prayers.	Story and songs. FT children get ready for lunch & AM children get ready for home. Prayers.	Story and songs. FT children get ready for lunch & AM children get ready for home. Prayers.	Story and songs. FT children get ready for lunch & AM children get ready for home. Prayers.
11.45am	End of the morning session, AM children collected.	End of the morning session, AM children collected.	End of the morning session, AM children collected.	End of the morning session, AM children collected.	End of the morning session, AM children collected.
11.45 - 12.15pm	FT children have lunch				

12.15 - 12.35pm	PM children arrive & FT children come back from lunch. Child -initiated learning indoors	PM children arrive & FT children come back from lunch. Child -initiated learning indoors	PM children arrive & FT children come back from lunch. Child -initiated learning indoors	PM children arrive & FT children come back from lunch. Child -initiated learning indoors	PM children arrive & FT children come back from lunch. Child -initiated learning indoors
12.35- 12.45pm	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community. Prayers	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community. Prayers	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community. Prayers	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community. Prayers	Direct teaching time. Introduction of key learning outcomes, learning to learn and belonging to the class, School, local and wider community. Prayers
12.45 - 2.10pm	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.	Child-initiated learning. Free flow indoors and outdoors. Adults extend knowledge and skills through quality interactions.
2.10pm	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.	Children and adults tidy the environment.
2.20pm-2.45pm	End of day story, songs and Prayers for children being collected at 2.45pm. All other children to join in with fine motor skills activity.	End of day story, songs and Prayers for children being collected at 2.45pm. All other children to join in with fine motor skills activity.	End of day story, songs and Prayers for children being collected at 2.45pm. All other children to join in with fine motor skills activity.	End of day story, songs and Prayers for children being collected at 2.45pm. All other children to join in with fine motor skills activity.	End of day story, songs and Prayers for children being collected at 2.45pm. All other children to join in with fine motor skills activity.
2.45pm -3.15pm	End of day story, songs and Prayers. Children collected.	End of day story, songs and Prayers. Children collected.	End of day story, songs and Prayers. Children collected.	End of day story, songs and Prayers. Children collected.	End of day story, songs and Prayers. Children collected.

How we learn

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Working together
to question and
explore the world
around us

Playing in a well
planned and
resourced
environment

Challenging
ourselves to be
the best we can
be

Finding out about
new words and
their meanings



**In the Early Years at
Our lady of Peace
we learn by.....**

Building on skills
and knowledge we
already have

Becoming
independent
learners

By linking real life
to learning
experiences

Having
opportunities to
work with and learn
from people in the
community

Learning through play

“Play is not only crucial to the way children become self-aware and the way in which they learn the rules of social behaviour, it is also fundamental to intellectual development.”

Framework for Children's Learning

Encouraging children to be curious about the world around them

Curiosity	...leads to...	Exploration
Exploration	...leads to...	Discovery
Discovery	...leads to...	Pleasure
Pleasure	...leads to...	Repetition
Repetition	...leads to...	Mastery
Mastery	...leads to...	New Skills
New Skills	...lead to...	Confidence
Confidence	...leads to...	Self esteem
Self Esteem	...leads to...	Sense of Security
Sense of Security	...leads to...	More Exploration

Important information regarding 30 hours funding.

30 hours free childcare

When to apply

You can apply from when your child is 2 years and 36 weeks old.

When your child turns 3	When they can get 30 hours from	Recommended time to apply
1 September to 31 December	Term starting on or after 1 January	15 October to 30 November
1 January to 31 March	Term starting on or after 1 April	15 January to 28 February
1 April to 31 August	Term starting on or after 1 September	15 June to 31 July

You can apply outside of these recommended dates but you might not receive your code in time.

You must have a valid code by the end of the month before a new term starts.

Check with your childcare provider to find out the exact date your 30 hours free childcare starts.

You have to reconfirm your eligibility every 3 months. If you apply more than 3 months before the term starts, you'll have to reconfirm your eligibility in your account in order to keep your code valid.

Helping your child to get ready for Nursery

- ▶ Share the transition document and this presentation with your child.
- ▶ Please email a clear photograph of your child to the email address below so we are able to use it for their peg label in the cloak room ready for when they start.
Email address: **nursery@olopprimary.co.uk**
- ▶ Do the journey to school with your child in the summer holidays
- ▶ Share books with your child every day and sing lots of songs and rhymes.
- ▶ Help them to become independent. Teach them how to dress and undress themselves, go to the toilet and eat their food with a knife and fork.
- ▶ Get your child to bring in some photographs of their family, pets or a favourite holiday when they start Nursery. These photographs will go in their learning journals at school which they can look at whenever they like. These familiar pictures can help them settle into nursery and encourage them to talk about their home life.
- ▶ Once your child is in Nursery, you will be sent a copy of the Nursery Weekly Plan. This will show you what we are learning in the coming week and has suggestions of how you can support your child at home. It is very important that you share this with your child so that they know what to expect and it gives you an opportunity to talk to your child about their learning.