

Queen's Manor Primary School

Nursery

Class Teacher: Mrs Sanderson-Fisher



Who will be working with your child?



Mrs Sanderson-
Fisher
Nursery Teacher



Mrs Bajrami
Support Staff



Behaviour Expectations – our policy

- Queen's Manor In Harmony



Queen's Manor in Harmony

- We say nice things to each other.
- We show lovely manners at all times.
- We are kind to each other.
- We move calmly around the school.
- We always tell the truth.
- We take care of our school and each other.
- We look after our own feelings.

- Stay on Green- we follow steps of the behaviour policy.
- Any concerns are communicated face to face or over the phone.

All children start
the day here.

They stay on green
even if they have
had a verbal
warning.

First yellow is the
reminder that their
behaviour needs to
change.

Once they have moved
here, they should
know that the next
step is time out.

Time out

Red reflection.

Grade 1 or 2
behaviours or after the
previous steps.



Star of the Week

- Friday assembly
- Tea party

Stars of the Week



Routines

PE is on **Tuesday**- please ensure they have their full P.E. kits.

(Children can come to school in their P.E. kit.)

Mr Simpson will teach PE.

Please make sure reading books are brought in on a **Thursday!**



This half-term our topic is: Traditional Tales

Phonics: Little Wandle rhyming and recognising the odd one out

Maths:

- Count reliably to 5, showing cardinality (last number = total).
- Subitise to 3 consistently.
- Begin to understand composition of numbers to 5 (2 and 2 makes 4).
- Represent quantities with marks, fingers, or objects.

English:

- Be able to answer 'why' questions.
- Start to like simple jokes – though often their own jokes make little sense
- understand and often use colour, number and time related words, for example, 'red' car, 'three' fingers
- Continue to develop and embed phonological awareness, whilst continuing to revisit discriminating sounds, awareness of instrumental sounds, awareness of sounds and rhythms, to develop an understanding of alliteration and to orally blend and segment cvc words.

The World All Around Me

Core Texts

Summer 1

- The Very Hungry Caterpillar by Eric Carle

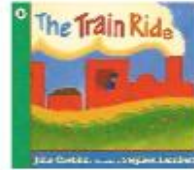


- Clean up by Nathan Bryon



Summer 2

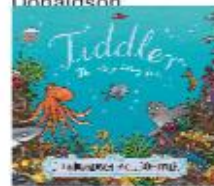
- The Train Ride by June Crebbins



- We're Sailing Down the Nile by Laura Krebs and Anne Wilson



- Tiddler by Julia Donaldson



The world around me:

Use core texts to support children's development, surrounding the world around them.

-The importance of recycling, how we can help the environment.

-Personal emotional regulation, recognising different, more complex emotions (frustrated, anxious).

-Life cycles, humans, animals and plants.



Early Learning Goals

- In Early Years, children are learning through a combination of structured teaching and play.
- To get a *Good Level of Development* children are expected to meet these goals by the end of Early Years- Reception. In Nursery we support children to build up to this in small steps in an age-appropriate way.

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.

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.

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.

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.

Mathematics
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.

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.

Home Learning

- A short summary of the week's curriculum learning.
- Shows families how we are breaking down the early framework areas of learning into small steps each week in our Nursery curriculum.
- Reading at home together every day.
- Opportunities for mark making and fine motor control practice.
- Opportunities to consolidate life skills practice at home!



How you can support your child at home

- Make time for regular reading with your child including books, magazines, newspapers and online.
- Ask your child about their time at school. Allow them to help you with tasks such as shopping, cooking and other jobs around the house. Be patient when your child is helping.
- Read all letters and communication from school.
- Send in home learning to Class Dojo, we always show it to everyone.



How you can support your child at school?

- Ensure your child is ready for school with a water bottle in their bag, sun cream on and summer hat, we are coming into warmer weather now.
- Ensure that your child has a good attendance and is here on time.
- Ensure that your child comes to school wearing full school uniform.
- Ensure your child's clothes are clearly labelled.
- Pack a spare change of clothes in your child's bag.



Trips

- This half term our trip will be the to Fulham Palace.
- We will need volunteers, for our local visit to Fulham Palace, we will decide how many adults we must bring for our ratios.
- We may have another trip, however it still needs to be confirmed.



Communication

- We use Class Dojo to send out reminders and updates about class.
- Speak to us at the gate, 5 mins at end of the day, please wait until all children are dismissed to speak with me.
- Send an email to school office: admin@queensmanorprimary.org.uk
- Any questions?

