

TERM AND HOLIDAY DATES

Keep me handy on the fridge

Catshill First School and Nursery Term Dates for Academic Year 2021/22 AUTUMN TERM 2021

TERM STARTS	Friday 3 September 2021 New Reception groups and selected pupils for appointments and visits Monday 6 September 2021 Whole school return
HALF TERM	Monday 25 October – Friday 29 October 2021
TERM ENDS	Friday 17 December 2021

SCHOOL CLOSED TO PUPILS

Inset 1 – Thursday 2 September 2021
Inset 2 – Friday 22 October 2021

SPRING TERM 2022

TERM STARTS	Wednesday 5 January 2022
HALF TERM	Monday 21 February – Friday 25 February 2022
TERM ENDS	Friday 8 April 2022

SCHOOL CLOSED TO PUPILS

Inset 3 – Tuesday 4 January 2022

SUMMER TERM 2022

TERM STARTS	Monday 25 April 2022
HALF TERM	Monday 30 May – Friday 3 June 2022
TERM ENDS	Tuesday 19 July 2022

SCHOOL CLOSED TO PUPILS

Bank Holiday – Monday 2 May 2022
Inset 4 – Wednesday 20 July 2022
Inset 5 – Thursday 21 July 2022

Safeguarding Team

Designated Safeguarding Lead
Mr Paul Essenhig

Deputy Safeguarding Leads
Mrs Pauline Wainman
Mrs Georgia Plant

If you have any safeguarding concerns, please contact us straight away.

Leadership Team

Executive Headteacher
Mr Paul Essenhig

Head of School
Mrs Georgia Plant

Assistant Headteachers
Mrs Helen Ludlow (SENCO)
Mrs Yarranton
Mrs O'Brien

Absence Reporting

We continually strive to improve attendance for the pupils in our school as good attendance is linked to future success. In any case of absence, it is a parent or guardian's legal duty to notify school of the reason why. We have increased the number of ways that you can get in touch with us to report a child's absence:

1. Our answering service.
This bypasses reception and enables you to leave a direct message, 24 hours a day, on the answerphone informing us of the absence. The number to call is 01527 872913.

2. Email on
office@catshillfirst.worcs.sch.uk

3. Text message.
Please text 07786 132612.

4. By calling into the school office to speak to a member of staff.

Please note these methods of absence reporting should be used in addition to informing the class teacher.

All absences must be reported by one of the methods above by 9.15am. The information we need is your name, your child's name, your child's class and the reason for their absence. We may still contact you for further information. Please remember that sickness and diarrhoea require a 48 hour absence after the last episode of either.

If we are not informed and we cannot contact you to establish the whereabouts of your child, we may carry out a home visit.

Many thanks for your support in this matter.



2021 - 2022

Welcome to Early Years Foundation Stage - Nursery

The Nursery Team:



Mrs Banks
Nursery Teacher
(Mon-Thurs)



Mrs Spooner
Nursery Teacher (Fri)
Teaching Assistant (Mon-Thurs)



Mrs Hawkins
Teaching Assistant



Mrs Warren
Teaching Assistant (Fri)

Times of the school day

Nursery Hours are:
Morning 8.45am-11.45am
Lunch 11.45am-12.30pm
Afternoon 12.30pm-3.30pm
Hours for 30 hours funded children are
8.45 am - 2.45 pm daily.



Mrs Thompson-Yates
Early Years Leader

Regular attenders are rewarded with certificates, stickers and other prizes. Children with 100% attendance across the school year receive an attendance award.

Please ensure your child arrives on time for their session at Nursery. Late arrivals via the main school office.

Our Curriculum

At Catshill First School and Nursery, we follow the **Development Matters (2021)** for our curriculum and use topics to enthuse the children in the learning.

From **Development Matters (2021)**:

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



Essential Information

Snack and Milk

All children in Nursery are provided with a free piece of fruit or vegetable.

Please do not send in any other snacks or sweets.

Milk - children can have daily milk if their parents sign up for this through Cool Milk. This is free for under 5s but parents must still sign up for it.

Lunch

Children staying for lunch in Nursery should bring a packed lunch to school.

Please ensure it contains a healthy balance of foods.

Ideas for healthy lunches can be found here: [Healthy Lunches](#)



No nut products, including peanut butter.

No sweets or big chocolate bars

If you wish to include a pudding/'treat' please only include **one** such as a chocolate mousse/yoghurt, a cookie or a cake.

Arriving and Departing

Morning Sessions - 8.45am - drop off at the classroom doors. | 1.45pm - pick up at the glass corridor (next to the main school office).

Afternoon Sessions - 12.30pm - drop off at the glass corridor. 2:45pm - pick up at the glass corridor. 3.30pm - pick up at the classroom door.

Late arrivals and departures from the school office.

Toileting

Please encourage your child to become independent when using the toilet. If you need support in toilet training please speak to a member of staff. Some children will need to bring spare clothes.



Water Bottles

Children need to bring a named water bottle to Nursery every day.



Book Bag



All children need a book bag and to bring it to school everyday. Ones with a small flap and Velcro fastening are easier for children to use rather than the satchel style ones. It doesn't have to have a school logo.

Hair



Children with long hair must have their hair tied back each day. This helps in stopping the spread of head lice. If your child has head lice please inform school.

Essential Information - Clothing



What to Wear



In EYFS we use our outside areas in all weathers therefore children need to come wearing clothing appropriate for both the weather and for being active.

Cold and/or wet weather - a warm and waterproof coat, scarf, gloves and hat.
Sunny weather - sunscreen applied before school and sun hat.

Uniform

Uniform is optional for Nursery children.

Our school uniform consists of the following:-

- White polo shirt
- Royal blue sweatshirt/cardigan.
- Grey/black trousers (for boys or girls)
- Grey skirt/pinafore.
- Blue and white gingham dress in summer if you wish.
- Black shoes with Velcro fastening.



School logo - it is parents choice whether they wish to buy uniform with the school logo or not. Our uniform colours can be found in most supermarkets.

Please name all clothing, including shoes.

Spare Clothes



Accidents can happen when children are in play and getting used to a new setting with different toilets. Please send in spare pants and socks in a named sandwich/zip-lock bag. This should be kept in their book bag.



Forest Clothes & Welly Boots

Children need a pair of wellies to be kept in school. Please bring them in a named bag which can be kept on their peg. *Please name wellies.*

On 'Fun in the Forest' days children can come to school wearing clothes suitable for forest learning. You will be informed about this nearer the time.

P.E. Kit

On P.E. days children come to school wearing their kit. P.E. kit consists of a white t-shirt, black shorts and black pumps. Plain dark coloured jogging bottoms and normal school jumpers can be worn during the winter. You will be informed about this nearer the time.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

How will my child be learning?

During their time in EYFS the children work towards the Early Learning Goals (ELG's) that define the expectations for most children to reach by the end of the EYFS. We follow a half termly topic based approach which allows flexibility to ensure that both children's needs and interests are taken into account.

Learning Through Play

Learning through play underpins our approach to teaching and learning in EYFS. We embrace the fact that young children learn best from activities and experiences that interest and inspire them to learn. In doing so we can provide children with stimulating, active play experiences in which they can explore and develop their learning and to help them make sense of the world. Children have opportunities through their play to think creatively and critically alongside other children as well as on their own.

They are able to practise skills, build upon and revisit prior learning and experiences at their own level and pace. Play gives our children the opportunity to pursue their own interests, inspire those around them and consolidate their understanding and skills. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. Our adults take an active role in child initiated play through observing, modelling, facilitating, teaching and extending play, skills and language.

Speech and Language

Speech, language and communication skills are central to a young child's life and development. Teachers may identify early whether children have speech, language or communication difficulties. With parents consent, if deemed appropriate, a referral to speech and language services will be made. A therapist will assess the child and give teachers and parents/carers specific exercises and activities to support development. Further information can be found on our website.



Supporting Your Child's Learning

Home Learning



Reading and sharing a love of books is important for children. Children will bring home story books to share at home. Please read with your child regularly at home. Books are only sent home in book bags, please ensure they are in school everyday. Children have a reading diary - please complete this with your child when they read at home. Nursery staff send home activity suggestions each half term. Look out for this in the Nursery Curriculum Newsletter. Parents can upload photos and videos of home learning and new experiences through our online learning platform 'Tapestry'.

Parents' Coffee Mornings

The EYFS team hold coffee mornings where parents can get to know each other and find out about their child's learning. Topics covered will include phonics and reading, mathematics, physical development and writing.  If government restrictions allow we will inform you of the dates for these coffee mornings nearer the time.

Parent Volunteers



Have you got a spare hour or two? Would you like to volunteer in school? We welcome parent volunteers to read with the children or help with preparing resources. All volunteers are DBS checked. If you would like to get involved in volunteering please speak to the Head of School - Mrs Plant.

Share, Learn and Play

Parents are invited to share their child's learning in EYFS. This is an opportunity for you to share activities with your child and look at their learning.  If government restrictions allow we will inform you when these can begin.

Website, Twitter and Facebook

Our website can be found at www.catshillfirst.co.uk. Here you are able to find any information relating to your specific class as well as general school information, newsletters, home learning etc. You can also follow us on Twitter @catshillfirst and Facebook 'Catshill First School & Nursery'

How can I help my child?

During their time in Early Years, your child will develop many skills which will form the foundation of all their future learning. The more you can help your child in this early stage the more it will help them.

How you can help your child prepare...

- ◆ Help your child recognise their belongings and their name on their coat, bag and lunchbox. Keyrings on the strap of bags or lunchboxes can help.



- ◆ Ensure your child can use the toilet independently. Your child needs to be able to flush the toilet then wash their hands after they have been to the toilet (this is essential). Please speak to the Nursery team if you need support with this.

- ◆ Talk about the activities they enjoyed during their 'Stay and Play' sessions.
- ◆ Practise putting on and taking off coats, socks and shoes. Velcro will help your child become independent, no laces please!



- ◆ Share books and stories with your child. Talk about what they can see in the pictures.
- ◆ Help your child to understand that they should share toys and take turns when playing.
- ◆ Encourage your child to listen carefully to you then do what they have been asked to do.
- ◆ Learn some nursery rhymes and songs.



How will my child be learning?

Characteristics of Effective Learning and Teaching

The EYFS also includes the Characteristics of Effective Learning and Teaching. The characteristics highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them. The three characteristics 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;

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Assessment

At Catshill First School and Nursery we use Development Matters (2021) document to assess and monitor children's learning as well as identify next steps in development.

On entry to Reception staff make an baseline assessment within the first 4 weeks. Staff take into account discussions with parents and previous settings and observe children in their play to inform the baseline assessment. This is then used to identify each child's strengths and areas to develop in their learning. Staff continue to assess children's learning through 'wow' moment observations (first time achieving a skill/experience), staff knowledge, home learning and parents' contributions. We use a secure online learning journey to collate observations, called 'Tapestry'.

At the end of Reception children will be assessed to identify if they are 'Emerging' (working towards) or 'Expected' (working within) in the Early Learning Goals (ELGs). Parents are informed of their child's progress and attainment through daily contact, parents' evenings each term and an end of year report.