Western
Primary School
CREATING SUCCESS STORIES

Welcome to Nursery





Western
Foundation Stage
SUCCESS FROM THE START

RED KITE
LEARNING TRUST

Western Primary School
CREATING SUCCESS STORIES



Our School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

RED KITE LEARNING TRUST

Special Educational Needs and Inclusion

More information about our approach to supporting our children and families can be found on the SEND pages of our school website.

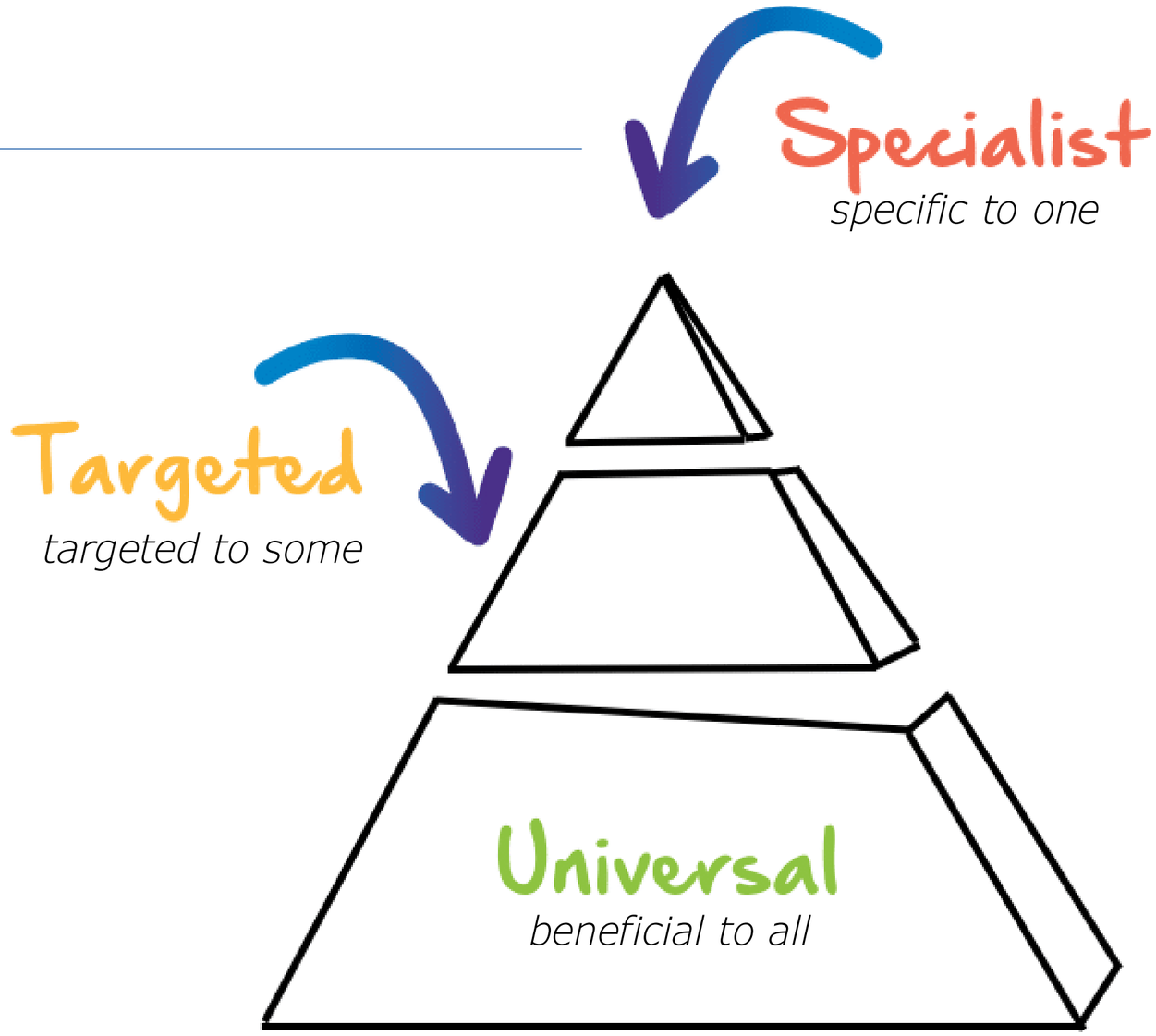
You may also find these documents helpful (available online):

- Graduated Response Road Map
- SEND Policy
- SEND Information Report



Ben Fraser-Smith
Assistant Headteacher
Inclusion Lead and
SENDCO
fraser-smithb@wes.rklt.co.uk

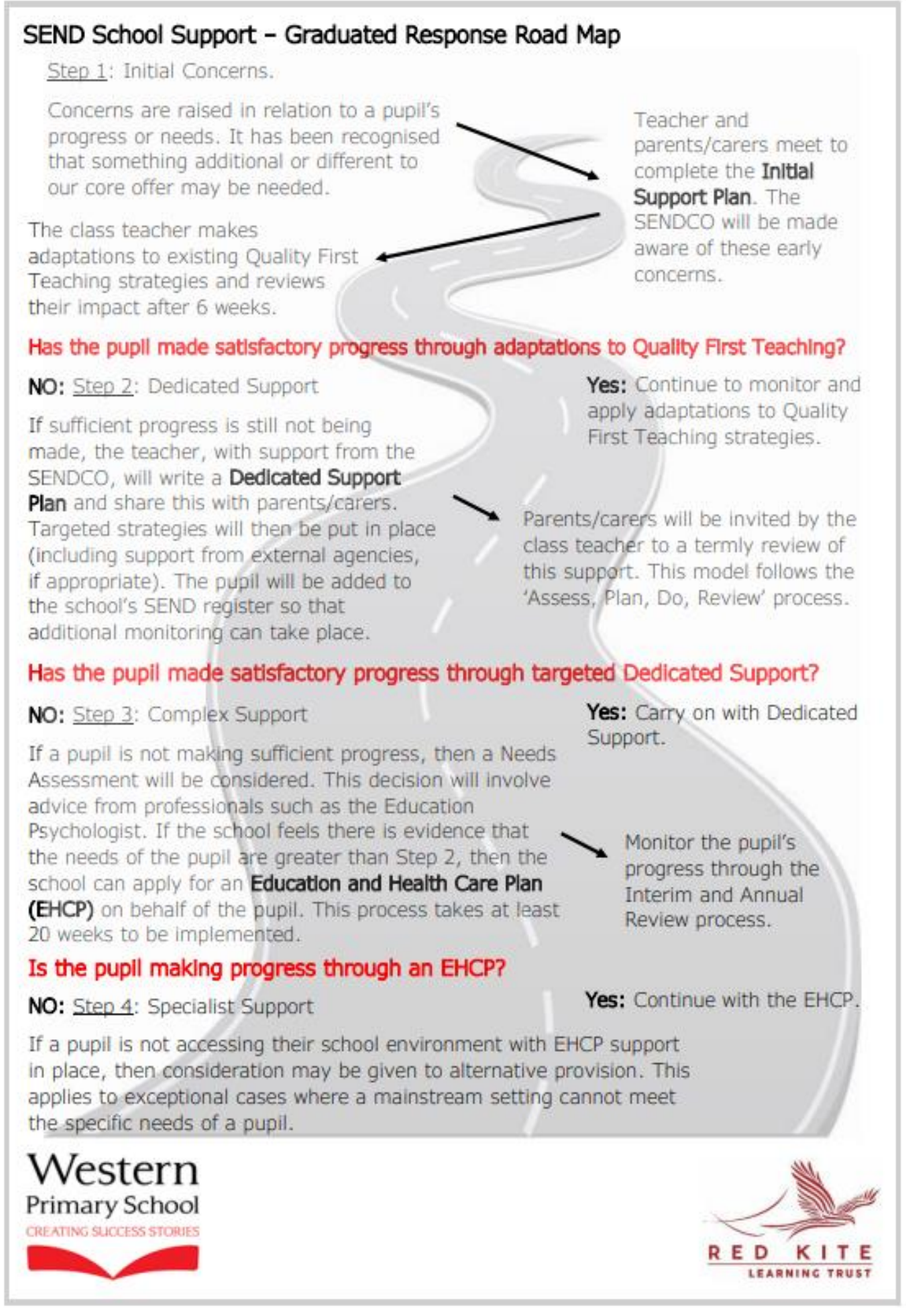
Special
Educational
Provision



Universal

Targeted

Specialist



Family Support

Universal

beneficial to all

Our Family Support Worker can provide support, advice and information to families and to listen to any concerns you may have about your child's education, behaviour or wellbeing.

Help and support may include:

- Helping to improve the home/school link
- Strategies for parents/carers to improve behaviour in the home
- Support for those families experiencing change, such as family breakdown/separation and divorce/ill health and bereavement
- Signposting and help to access services from external agencies and community services
- Advising on the process for secondary school/benefits/housing applications
- Support with school attendance and lateness issues



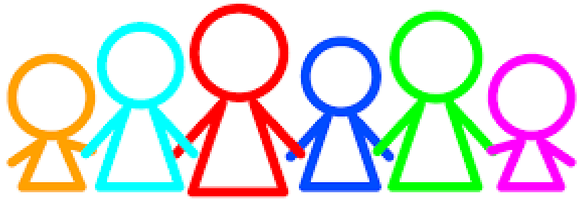
Mental Health First Aider

MHFA England

Sophy Bland
Family Support Worker
blands@wes.rklt.co.uk
Working pattern: Monday-Thursday (term time only)

Specialist

specific to one



NHS

JUST 'B'

NORTH YORKSHIRE COUNCIL

We work alongside external agencies to deliver more specialist care in school.

Specialist

specific to one

NORTH YORKSHIRE COUNCIL

Education, Health and Care Plan

Nursery Team



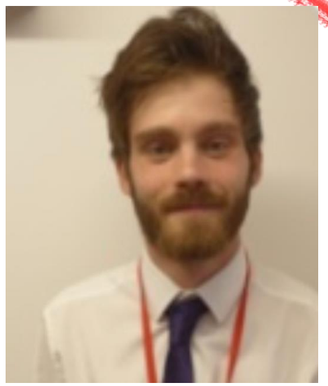
Miss Harker
Nursery Teacher



Mrs Galton
Turquoise Room Leader



Mrs Stewart
Early Years Leader



Mr Martineau
GTA



Miss Weilding
HLTA/ GTA



Mrs Robinson
HLTA



Mrs Marjan
GTA



Mrs Rimmer
GTA



Mrs Voakes
GTA



Mrs Weston
GTA

Miss Sutton
GTA



The EYFS Curriculum

3 Prime areas

PSED (Personal, Social & Emotional Development)

C&L (Communication and Language)

PD (Physical Development)

Specific Areas

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

* When your child is 2 years old, a development check will take place with key members of staff. This will be shared with you.

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A Typical pre-school day

8.45 - 9.00am	Register Provision
9.00 - 9.15 am	'Chat time' Teacher input
9.15 - 10.00am	Exploring provision outside
10.00- 10:45 am 10:45-11:00am	Exploring provision inside Teacher input 'Chat Time'
11.15 - 11.45am	Lunch in canteen
11.45 – 12:45pm 12:45-1:45	Outside Provision Inside provision
1.45 - 2.00 pm	'Chat time' Teacher input
2.00 - 2.50 pm	Free choice Inside
2.50 - 3.10 pm	Story/singing

A Typical Nursery Day 2 Year olds

8.45 - 9.45am	Register Inside Provision
9.45- 10:45	Provision Outside play
10:45- 11.am	'Chat time' Teacher input
11:00-11.30	Lunch in classroom
11:30- 12.30 pm	Quiet time (Nap time)
12.30 – 1:30 1:30-3.00pm	Outside play Inside provision
3.00 - 3.10 pm	Story/singing

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What is Provision?

Provision is the environment, activities and equipment that is provided for your child to access on a day to day basis.

This may include:

- Role- Play
- Sand
- Water
- Construction
- Paint/ Crafts/ model making
- Funky fingers activities
- Outdoors
- Small world play
- Mark making
- Maths







Provision Time

Your child will access provision and have a balance of:

- child-led learning
- adult-supported learning
- adult-directed learning





Topics/ Learning

We have a range of topics we access throughout the year. We also follow children's interests and may have sub-topics running alongside our main theme. Each term you will receive a curriculum letter outlining learning for the term. On Tapestry each week, you will receive information about learning and we may sometimes ask for children to find out things or complete simple tasks.

Our Vision Statement:

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Curriculum Drivers						
Technology 		The Natural World 		Diversity 	Health and Well-Being 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (These may be adapted to reflect children's interests)	Settling In- Children's Interests (3-4 weeks) All About Me and people I know	Autumn/ Light and Dark/ Space	Where in the World?	Tell Me a Story (Spring)	Changes	Under the Sea

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Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

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PSED (Personal, Social & Emotional Development)

- Manners
- Sharing
- Waiting
- Emotional regulation
- Understanding feelings
- Playing with others
- Being independent



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Being Independent



You can help your child get ready for nursery and school by helping them learn to put on their coats.

The videos on this page show two really easy ways to teach your child this skill.

The 'Flip' method

https://app.seesaw.me/pages/shared_item?item_id=item.b1b09185-7c71-4af9-8ce9-9610fc2d5cc2&share_token=mchSjilxSfyL4_vylaA8YQ&mode=share

Superhero method

https://app.seesaw.me/pages/shared_item?item_id=item.151d2db2-b5da-449c-ad23-45e6320864b3&share_token=qR3ehvBJSoOkzYlJhPEUjw&mode=share

Nursery and school staff will always help children with tricky fastenings but it is important children learn to try.

Please ensure your child recognises their own coat too!

Remember to label all your child's clothing with their name.

Being independent

Toileting

- Please use nappies not pull-ups unless actively potty training.
- Once your child is out of nappies and they are going to the toilet. Please encourage them to try and wipe themselves if they can.
- Children will also need to learn to wash their hands using soap and rinse them properly.
- Staff will help if needed.
- Please provide nappies and wipes.
- Please pack plenty of spare clothes.

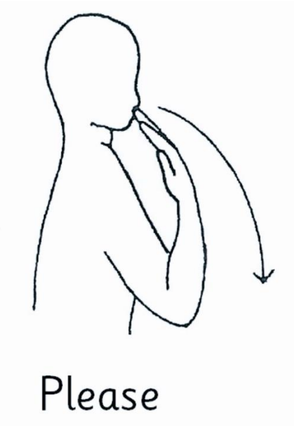


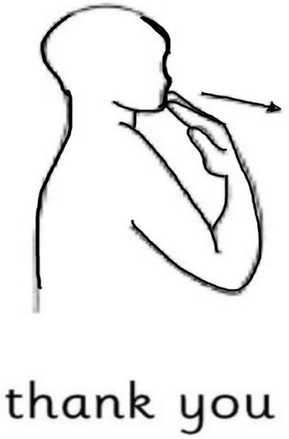
Help

We encourage children to tell us when they need help. This is something you can support at home. Model saying the phrase **Can you help me please**? Encourage your child to use this phrase when they need help.

Manners

We encourage our children to say, please and thank you when they are asking for something. You could use the makaton signs to help prompt them.





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Communication and Language

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.

- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.

- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.

- Understand single words in context – 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.

- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

- Listen to other people's talk with interest, but can easily be distracted by other things.

- Make themselves understood, and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.

- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

- Use the speech sounds p, b, m, w.
- Pronounce:
  - l/r/w/y
  - f/th
  - s/sh/ch/dz/j
  - multi-syllabic words such as 'banana' and 'computer'

- Listen to simple stories and understand what is happening, with the help of the pictures.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.

- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
  - some sounds: r, j, th, ch, and sh
  - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'

- Use longer sentences of four to six words.

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

RED KITE LEARNING TRUST

Listening Skills

At nursery we encourage the children to put up their thumb when they have something to say and wait their turn. This is the same system children use when they start school.

For many children this skill takes time. You can help with this by making your child wait their turn to talk at home when you are talking to someone else. Praise your child for waiting.





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RED KITE LEARNING TRUST

Listening Games:

- I Spy
- Simon Says
- Name that Noise
- Tomato Ketchup
- What next in the Nursery Rhyme?
- Hot/Cold
- Grandma's Footsteps

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Physical Development

- Lift their head while lying on their front.
- Push their chest up with straight arms.
- Roll over: from front to back, then back to front.
- Enjoy moving when outdoors and inside.

- Sit without support.
- Begin to crawl in different ways and directions.
- Pull themselves upright and bouncing in preparation for walking.

- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.

- Begin to walk independently – choosing appropriate props to support at first.
- Walk, run, jump and climb – and start to use the stairs independently.

- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.

- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.

- Develop manipulation and control.
- Explore different materials and tools.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.







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Literacy

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Copy finger movements and other gestures.
- Sing songs and say rhymes independently, for example, singing whilst playing.

- Enjoy sharing books with an adult.
- Pay attention and respond to the pictures or the words.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.

- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Literacy

- Understand the five key concepts about print:
  - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - page sequencing

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother

- Engage in extended conversations about stories, learning new vocabulary.

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.

- Write some letters accurately.

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Letter Sounds:

- Sounds should be pronounced softly.
- E.g. NOT c-a-t cuh, aaa, tuh
- Please check the Little Wandle website parents page https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/



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Preparing to Write

We need to develop children's fine motor skills to develop hands in preparation for holding a pencil. Please do not focus on writing but rather on fine motor development.

- Threading
- Pasta necklaces
- Pop-up pirate
- Tongs
- Play dough
- Beads
- Loose parts

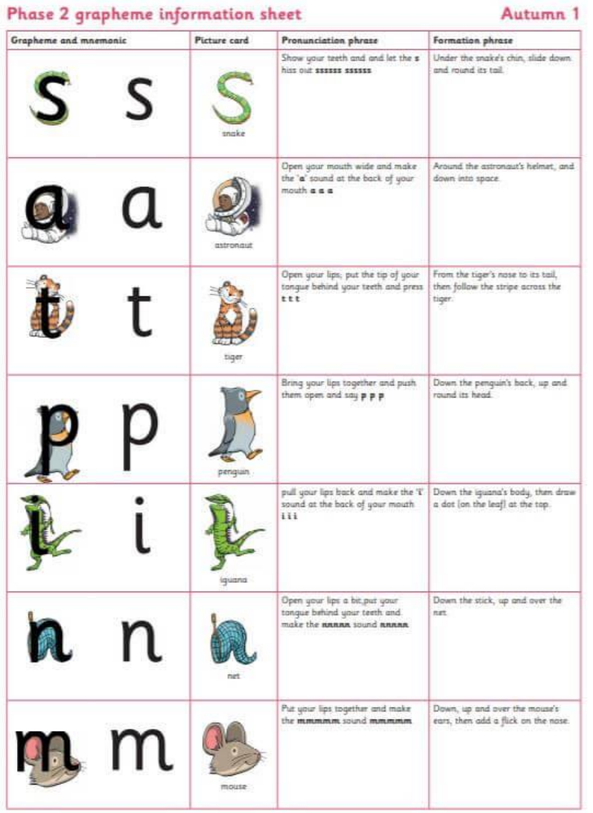
Age 7

Age 5



Mark Making

- Start with sticks in mud, fingers in flour, chunky crayons, chalks and pencils. Can decrease in size as grip improves.
- Start with recognising initial letter in name and then the whole name.
- If children are interested and ready (speak to the room lead), look at formation of letters in their name.
- Please do not teach children to write in capitals or allow them to write letters incorrectly.



Phase 2 grapheme information sheet **Autumn 1**

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	snake	Show your teeth and and let the **s** hiss out **ssssss sssssss**	Under the snake's chin, slide down and round its tail.
a a	astronaut	Open your mouth wide and make the '**a**' sound at the back of your mouth **a a a**	Around the astronaut's helmet, and down into space.
t t	tiger	Open your lips, put the tip of your tongue behind your teeth and press **t t t**	From the tiger's nose to its tail, then follow the stripe across the tiger.
p p	penguin	Bring your lips together and push them open and say **p p p**	Down the penguin's back, up and round its head.
i i	iguana	pull your lips back and make the 'i' sound at the back of your mouth **i i i**	Down the iguana's body, then draw a dot (on the leaf) at the top.
n n	net	Open your lips a bit,put your tongue behind your teeth and make the **nnnnn** sound **nnnnn**	Down the stick, up and over the net.
m m	mouse	Put your lips together and make the **mmmmm** sound **mmmmm**	Down, up and over the mouse's ears, then add a flick on the nose.

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Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.

- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.

- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.

- Notice patterns and arrange things in patterns.



Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.

- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

- Understand position through words alone – for example, "The bag is under the table," – with no pointing.

- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

- Make comparisons between objects relating to size, length, weight and capacity.

- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.

- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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Maths

- Counting songs and rhymes.
- Spot numbers in the environment e.g. doors, birthdays.
- Recognising numbers of importance.
- Practise counting out from an amount.
- Recognising simple shapes - circle, square, oblong, triangle.
- Count 0-10
- Show the same number in different ways.
- Measures - capacity, length,
- Subitising
- Number Land



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Subitising

It is the abiltiy to subitise rather than count that enables every child to make amazing progress in Maths.

Subitising is the ability to instantaneously recognise the number of objects in a small group without the need to count them.

Please follow the link to the Karen Wilding video to explain more.

https://video.link/w/F5W4d

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Understanding the World

Understanding the World
• Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside.
• Explore and respond to different natural phenomena in their setting and on trips.
• Make connections between the features of their family and other families.
• Notice differences between people.

- Science - plants, materials, forces
- Geography
- History
- Differences

Understanding the World
• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary.
• Begin to make sense of their own life-story and family's history.
• Show interest in different occupations.
• Explore how things work.
• Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.
• Explore and talk about different forces they can feel.
• Talk about the differences between materials and changes they notice.
• Continue developing positive attitudes about the differences between people.
• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Trips and Visits

Trips and visits are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance. We may require parent/carer helpers for these visits. All parents/ carers supporting our trips will need to listen to a member of staff outline the risk assessment for the trip prior to departure.



Expressive Art and Design

- Singing
- Dancing
- Process art
- Imagination

Expressive Arts and Design
• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds.
• Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways.
• Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

Expressive Arts and Design
• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
• Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures.
• Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
• Explore colour and colour-mixing.
• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings.
• Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know.
• Play instruments with increasing control to express their feelings and ideas.

Key Information.

- Water bottles - please ensure they are labelled and contain water not juice.
- Please make sure all children have appropriate outside clothing.
- If someone different is picking up your child, please email eyfs@wes.rklt.co.uk
- Questions to staff- please email eyfs@wes.rklt.co.uk
- End of the day- please bear with us whilst we see children out safely.



"Children learn as they play. More importantly, in play children learn how to learn."
O Fred Donaldson