

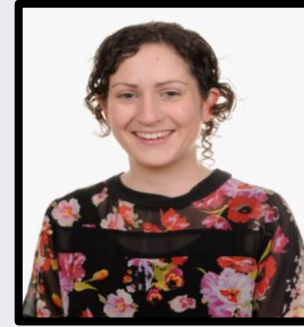


Welcome
to Little
Dragons
Nursery

Senior Leadership Team



Mr O'Rourke
Headteacher



Mrs Hukowski
Deputy
Headteacher



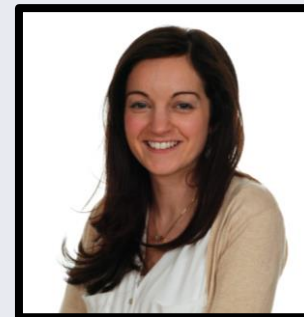
Mrs McGivern
Interim Deputy
Headteacher



Mrs Burke
SENCO



Mr Gavas
EYFS
Phase Leader



Mrs Byfield
KS1
Phase Leader



Mrs Angland
Lower KS2
Phase Leader



Miss Kyriacou
Upper KS2
Phase Leader

A Typical Session

Beginning of the session

Morning session – 8:45-11:45

Afternoon session – 12:20 – 3:20

During this time the children will begin their daily routine. This consists of hanging up their coat, putting their belongings away and self-registering.

Free flow learning time

In the nursery, children are free to take their learning in the direction that they choose. We have activities set up every day that are carefully chosen to develop various skills and to link to the theme or story we may be covering. Children are encouraged to explore independently, but may also take part in adult led activities with a particular learning focus. We also encourage children to take responsibility for their learning environment and resources, by tidying up.

Snack time

Fruit is provided by the school and thanks to your kind donations, we are able to start providing a wider variety of healthy snacks, such as crackers, breadsticks and different fruit and vegetables.

Story Time

At the end of each session, the children enjoy a story and some songs. This forms an important part of early reading and language development. We end our session, by coming together for our prayer.



The EYFS Curriculum

The EYFS consists of 7 areas of learning

Prime Areas

- Personal, Social and Emotional Development (PSED)
- Physical Development (PD)
- Communication and Language (C&L)

Specific Areas

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

The Characteristics of Effective Learning

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically



Learning areas in the classroom



Our learning environment is organised to enable children to access resources independently and take ownership of their learning. It is organised into the following areas:

Investigation Station

Maths Station

Imagination Station

Creative Area

Funky Fingers

Malleable Area

Sensory Area

Role Play Area

Reading Garden

Some examples of independent play





*Click here for
parents support*



Phonics

- In the Nursery, children follow the Little **Wandle Letters and Sounds Revised** 'Foundations for Phonics' guidance.
- The focus is on daily oral blending and language development through high quality stories and rhymes.
- Our phonics teaching starts in Nursery and follows a very specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies as they move through school.
- As a result, our children become familiar with sounds in the environment as well as set the foundations for recognising phonemes (individual sounds).
- We also model these strategies throughout our provision for example during shared reading or mark making activities.
- We have a strong focus on the development of language skills for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

RE

In everything we do today, we are following Jesus and His way.

Our Mission Statement

Following Jesus and His way, we
Aim to be the best we can be and to respect everyone. We
Inspire each other to learn, play and pray
Together as children, staff, home and Parish. We grow in
Holiness by putting Love into Action every day.



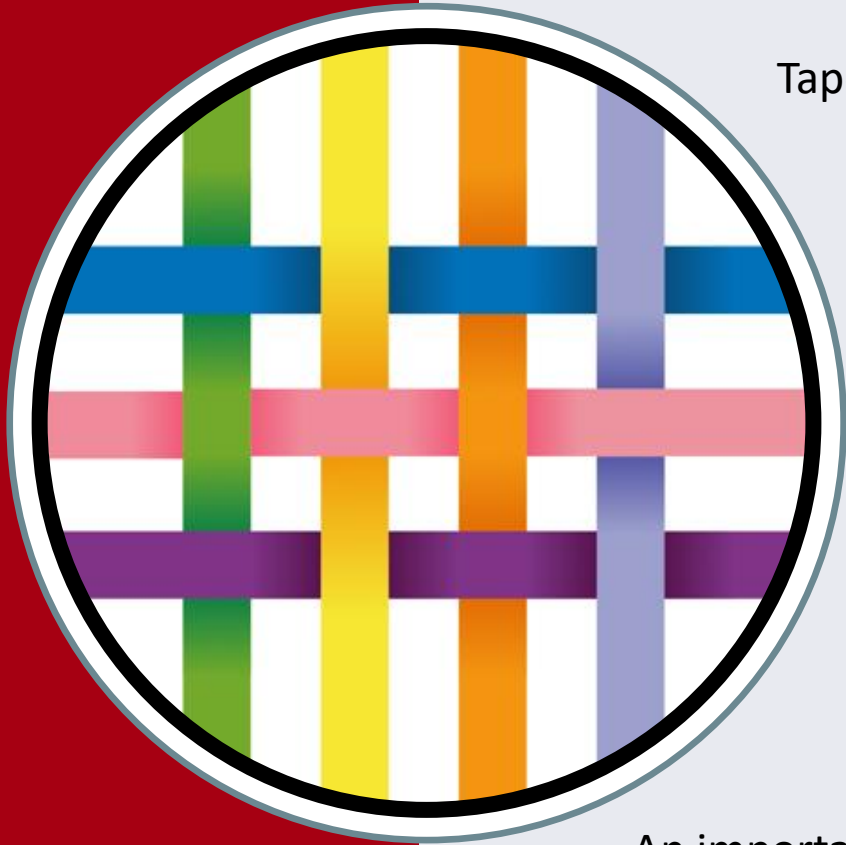
Being a Catholic School, RE is at the heart of everything we do at St George's. It is through Religious Education that we lay the foundations for our pupils to grow into respectful, spiritual and moral individuals; supporting them in developing and deepening their relationship with God. The children are encouraged to reflect and ask questions about their faith.

Children engage and take part in daily Acts of Worship in the classroom. The children will have opportunities to plan and lead their own worship, choosing appropriate resources to aid this (i.e.. candles, pebbles) and their own mission for everyone to work on (i.e.. say kind words to someone). This ownership of their worship allows the children to further strengthen their beliefs and relationship with God.

Keep an eye on Tapestry to see what our termly topics will be.

Tapestry

A virtual learning journal



Tapestry is a virtual journal to document your child's learning.

In nursery, Tapestry is used as a journal for children's learning and constant recording of different tasks and experiences.

We use tapestry to document special moments in their learning, and also as a communication tool.

There may not be daily observation of your child, but please check in regularly to ensure you are up to date with any notices or reminders i.e. to collect artefacts or photos for a particular topic.

An important part of EYFS is the home-school link. We would love for you to share with us any special or exciting events or celebrations, or a particularly fun weekend! We will encourage children to talk to us (and their friends!) about their experiences at school.

Focus Week



In the new year, we will be starting our Focus Child cycle. Your child will have a 'special week' at least once in a term. We will contact you via Tapestry a week before their Focus Week, asking for some information to support your child's learning and development.

During their Focus Week, we will provide learning opportunities based around your child's interests and developmental needs. They will be encouraged to share news from home, as well as trying an array of activities tailored to them.

The week following your child's Focus Week, you will be invited in to school to meet with us to discuss their learning, based on our observations and assessments.

General Reminders

Spare clothes

Please ensure your child has a small bag with spare underwear, socks, tracksuit bottoms, t-shirt and sweatshirt. As you may have noticed, the children often get wet during water play and accidents happen.

Please also provide nappy sacks in your child's bag for wet clothes.

Now the weather is getting colder and wetter, please ensure your child has a warm coat with a hood. Please also send in a pair of wellington boots to keep at nursery.

Please ensure all spare clothes and shoes/ wellington boots are clearly labelled!

Story Cafes and Stay & Play Sessions

You will be invited to join us for a Story Café in the Spring term. Stay and Play sessions will also be happening later in the year.



Thank you
for your
support. We
are looking
forward to
lots more
fun times at
Nursery.



Learning Can Be Messy

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.



Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of different ways of making amazing art!



Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!

Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!



twinkl visit [twinkl.com](https://www.twinkl.com)

Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up muscles and coordination in my hands and fingers. I will need these when I learn to write.



When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!



“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

DfE 2021