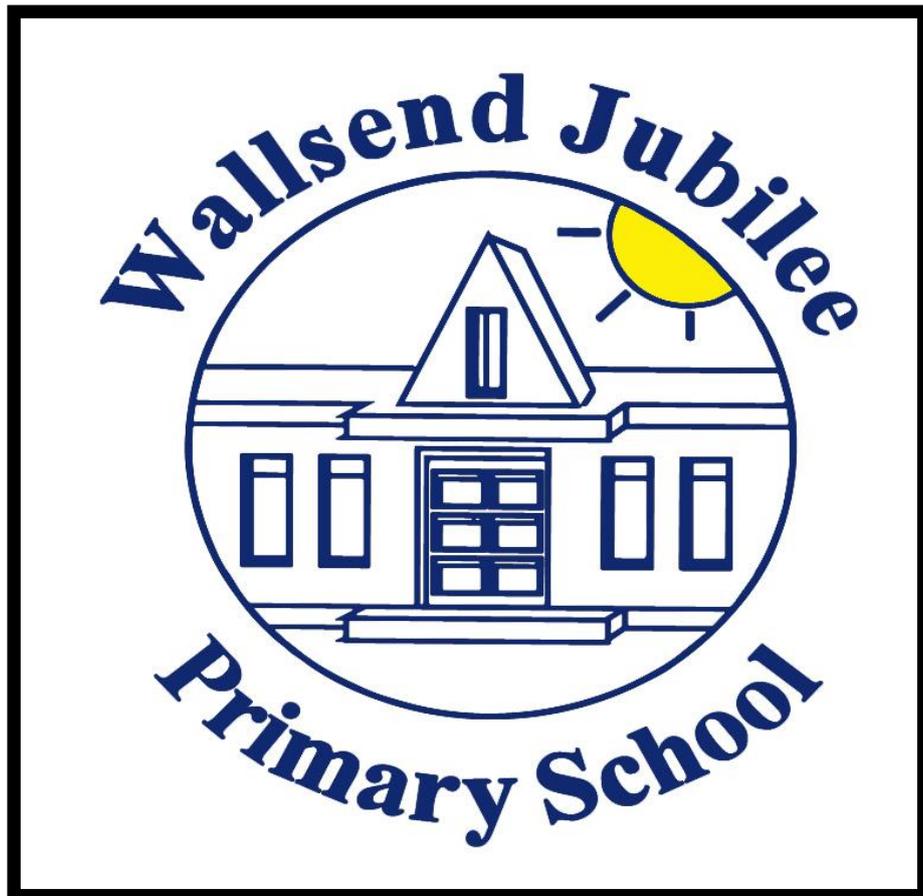


# Wallsend Jubilee Primary School



## Early Years Brochure



**Wallsend Jubilee Primary School**  
**Mullen Road**  
**Wallsend**  
**NE28 9HA**

**School Telephone Number: 0191 2007249**

Dear Parent/Carer

Welcome to Wallsend Jubilee Primary School.

This brochure contains information about our Early Years, which we hope will be useful to you.

If you have any questions or concerns, please do not hesitate to ask any member of staff.

**Staffing:**

Head Teacher	Mrs A Thornton
Deputy Head Teacher	Mr D Harrison
Foundation Stage Manager	Mrs J Dunn
Teacher	Miss S Chambers
Teacher	Miss A Falkous
Teacher	Mrs S. Anderson
Early Year Practitioner	Miss A Hope
Early Year Practitioner	Miss D Rawson
Early Year Practitioner	Miss D Storey

**Session Times:**

Nursery morning	8:45 a.m. - 11:45 a.m.
Nursery afternoon	12:30 p.m. - 3:30 p.m.
Reception	9.00 a.m. - 3.10 p.m.

## **Our Aims**

Our main aim is to provide a happy, secure and stimulating environment for your child when in our care.

We also aim to promote:

- personal, social and emotional well-being in order to develop good self esteem
- positive attitudes and dispositions towards learning
- social skills - in particular by providing opportunities which enable children to learn how to cooperate and work together harmoniously
- knowledge, skills and understanding, with opportunities for all children to explore, investigate, problem solve, by engaging in first hand experiences

## **Starting Procedures/Initial Admission**

### **Starting Nursery:**

Offers of a place in the nursery are sent out around Easter time, before the children are due to start nursery in September. The places are offered in order of registration. We try to accommodate parents' preference for morning or afternoon session. When a place has been accepted parents and children are invited to an open evening during the summer term.

At the end of the summer term, you and your child will be invited to visit the nursery in order to sample some of the activities on offer.

In September we offer all parents a 1:1 meeting to discuss your child's interests and requirements. All children are different and whilst many children settle easily, others may need more time. Our aim is to meet individual needs; there is no hard and fast ruling. In general however, children who are happy to be left for an hour the first week will have their time extended to full time on the second week.

Please try not to worry if your child is upset during the first few days, this usually only lasts a short time. It is often the best policy to give him/her a kiss and leave. Staff are used to dealing with this situation and the child is usually quickly distracted and consoled when you have gone. The staff will keep you fully informed of how your child is settling in.

## **Attending Nursery**

Parents/carers bring their children into nursery at the beginning of a session and help them to hang up coats and generally settle in. At the end of the session (between 11.35 - 11.45 a.m. in the morning and between 3.20 - 3.30 p.m. in the afternoon), parents/carers are invited to come into the nursery to collect their children. This is to ensure that the staff know who is collecting each child. *It is very important to inform staff if your child is being collected by someone else. Please note that this must be an adult.*

## **Transferring to Reception**

Before children begin Reception, parents/carers are invited for an informal meeting. This is an ideal opportunity for your child to meet his/her teacher and for you to ask any questions you may have. You will also be able to update all contact/medical information.

In order to make the initial settling into Reception as easy and as stress-free as possible, the children are admitted in two groups on a part-time basis for one week. After the first week, if the children are happy and secure in school, they will attend for morning and their lunch. After this the children will stay full time. This makes it easier for the children to become familiar with new staff and new routines within a smaller group. During this period staff have the opportunity to get to know the children and to assessments which inform our planning.

Before the summer holidays the children will have had several opportunities to meet their new teachers and to visit their new classrooms. However, although every effort is made to make the transition into Reception as easy for your child as possible there are some children who dislike change and who may get upset at first.

On the first week parents/carers are asked to bring the children to the classroom where they are met by their teachers. The children are then shown where their named coat-pegs are in the cloakroom. They hang up their coats and they are taken to their classroom. After the first week the children line up in the Reception playground and are **brought into school by their teachers**. This procedure is used because the cloakroom areas are quite small and cannot accommodate all of the children and all of the parents together.

It is important that your child arrives at school on time - morning sessions begin at 9.00 am and afternoon sessions at 1.10 pm. Children dislike being late and it can be disruptive for your child, other pupils and the class teacher. It is important that you collect your child on time (by 3.15 p.m. - Reception doors open at 3:10 p.m.). Children can become anxious if they are left when the others have gone. If you are delayed please try to inform school by telephone or by an adult, not by another child. If someone else is collecting your child please inform the teacher in advance or send a note. At the end of the session, parents/carers are invited into Reception to collect their child. Miss Chambers' class will leave by the rear doors next to Nursery and Mrs Dunn's class will leave through the front entrance on the main Reception yard.

## **Clothing**

### **Nursery:**

We have introduced a 'uniform' for nursery children. It comprises of a royal blue sweatshirt and navy jogging bottoms. Sweatshirts have the school logo embroidered on them and are available to purchase from school.

Jogging bottoms are ideal for nursery children. They are hard wearing, comfortable and manageable. It is advised that these are bought at local supermarkets. Children wear aprons for messy activities, such as painting, water play and gluing. P.E. may include the use of large apparatus in the school hall where the children take sweatshirts, shoes and socks off and they are encouraged to dress and undress themselves.

It is quite common for small children to have the odd 'accident' and end up with wet pants, so we keep a stock of clothes to change them. If this happens we would ask you to wash and return these clothes. On wet days, if your child comes to nursery in wellingtons, please bring a change of footwear along with suitable outer clothing (waterproof with hood). We would ask you to write your child's name inside their clothing and footwear and so avoid any confusion. It is policy in our Foundation Stage that we take the children out to explore their environment in all weathers, providing they are suitably dressed. Therefore we ask that all children have a wet weather bag they can leave at school, consisting of Wellingtons and a waterproof jacket with hood- all clearly labelled with names.

## **Reception:**

Once the children transfer to their Reception class, the school uniform is compulsory. The school colours are navy, grey and white. Please see the enclosed prospectus which details the uniform items. The uniform is comfortable, easy to manage and practical for school activities - which is particularly important for Physical Education (P.E.) times.

Children continue to undress for P.E. lessons to shorts and T-shirt. Outside the children wear t-shirt and shorts. The PE kit consists of a white t-shirt and navy shorts. Children must have slip on plimsolls for P.E. (named please). Trainers can be worn outdoor but are not suitable for indoor as they do not have enough flexibility and could be dangerous on the apparatus. It is useful for children to have a shoe bag in which they can keep their plimsolls - the drawstring variety which can be hung on their coat-pegs are ideal. Please ensure bags are brought into school on a Monday and stay for the week.

Jewellery, including earrings and studs are not suitable for wearing in school. These items can be dangerous particularly in P.E. lessons

**Please label your child's clothing, including footwear, even if only in biro on the manufacturers label.**

## **Milk and Snacks**

All nursery children and children under 5 are entitled to free school milk. Once children are 5, milk is available at a cost. All children must be registered for milk. Details about school milk are available on [www.coolmilk.com](http://www.coolmilk.com). Fruit is provided free of charge for all children.

## **Lunchtime**

From September 2014, all children in Foundation Stage are entitled to a free school meal every day. You must register for this and details should have been sent to every child at your home address. If this is not the case, please see a member of staff who can pass your details onto the appropriate person.

Lunchtimes in school can be very trying for young children at first. For this reason the following guidelines as stated in our Health and Safety policy are followed. Children in Reception may stay for school dinners or packed lunches, though we advise school dinners as a preference. Young children can find it very difficult to cope with lunch boxes and dinners are often preferable during the autumn/winter term. To encourage this, Early Years staff stay with children whilst they settle into lunch times. As part of our Early Years Curriculum, children are taught how to hold a knife and fork correctly and the importance of healthy eating.

## **Pupil Premium**

If you receive Income Support, Income Based Jobseekers Allowance, Income-related Employment and Support Allowance, Support under Part VI of the Immigration and Asylum Act 1999, Pension Credit Guarantee or Child Tax Credit without Working Tax Credit and with an annual taxable income below £16,190 (as assessed by HM Revenue and Customs) your child could be entitled to Pupil Premium money. This is money paid into school for each child who would receive free school meals and used as extra funding within school specifically for your child's education.

For more information and to apply, please contact the Local Authority on 0191 6432288.

## **Illness**

If your child is ill, then it is sensible to keep him/her at home until fully recovered. Please remember that infections spread very quickly among young children. Could you please notify the school office by 9.30a.m. on the first day of absence by calling 0191 2007249. An answer machine message can be left. Any child suffering from sickness or diarrhoea, must stay off school for a full 48 hours after the last episode of either, to ensure any infection is out of their system.

## **Toilets**

The toilets for nursery and reception children are located in the classrooms. When your child starts reception, he/she will be responsible for managing toilet routines independently and so it is important that children wear clothes that they can manage themselves. We have separate boys' and girls' toilets in the main school and the boy's toilets have urinals in them. Small boys may not have had experience of these. Try to familiarise your son with these before he starts school.

## **Early to Bed**

When your child begins reception full time he or she will probably feel exhausted so don't be surprised if your child arrives home tired for the first few weeks. Do try to ensure that they get to bed early as they will find school much more enjoyable if they are not tired at the beginning of the day.

## **Classroom Organisation**

Our Early Years classrooms are organised to promote independence and easy access to resources. Children will be involved in large and small group work, as well as working individually. Key experiences are planned on a half-termly basis and then in more detail, on a weekly basis. Many of our activities are planned around a topic designed to cover various areas of the curriculum. A copy of the term's topic plan is displayed outside the classrooms. A letter giving a brief outline of the topics for the coming terms will be given to you.

### **Early Years classrooms include the following areas:**

- **Role Play Area** - includes home corner and dressing up where children can act out home situations. This area is changed during the year depending on the topic to cover other forms of symbolic play such as hospitals, shops, cafe, puppets, etc.
- **Creative Areas** - children are able to express their ideas and enjoyment through painting, role play, movement and music.
- **Construction Toys** - includes large and small bricks, Lego, Duplo, Mobilo, Popoids, etc. Here children are able to construct their own play situations and in doing so, develop manipulative and problem solving skills.
- **Small World** - includes railway, farm, zoo, dolls house, puppets, etc. This encourages social and language development and the development of information and imagination.
- **Sand (dry and wet) and Water Play** - used with a variety of equipment to support all areas of the curriculum
- **Tabletop Activities** - includes puzzles, simple maths and language games, sorting threading and matching activities.

- **Writing Areas** - here the children use a variety of different papers and writing implements. Mark making is encouraged in many areas of the nursery.
- **Book Corner** - this contains a wide range of fiction and non-fiction books which the children can enjoy on their own or share with other children and with adults. Here we aim to foster an enjoyment of books and to encourage pre-readings skills.
- **Outside Toys** - we have a variety of outdoor toys, which will help promote physical and imaginative development. As well as using outdoor toys, we have movement activities, ring games and games with hoops, balls and beanbags outside. In addition we use our outdoor area to investigate and explore the environment.
- **Modelling Table** - children use a range of physical skills to create models with dough and plastercine etc

## **The Curriculum**

The Early Years curriculum is known as the Foundation Stage. It spans the two years from the beginning of nursery to the end of the reception year. The children will be introduced to key experiences through half- termly topics. The focus of the aims is on active learning, practical tasks and structured play. The importance of play cannot be underestimated.

Through well planned play experiences children can: explore and make sense of the world, practise and build up ideas, concepts and skills, understand the need for rules and think creatively and imaginatively.

The staff work closely together for planning, preparation, display and assessment of work. An outline of the learning experiences for each term will be given to you in a 'topic letter'. Additional information is always available on request.

In this way, we hope you can support your child on accessing the curriculum.

The Foundation Stage comprises of early learning goals under seven areas of learning.

The following information gives a brief outline of some of the experiences that take place within the areas of learning.

### **Personal and Social Development**

This area of learning is vital if other areas are to be accessed. The development of self-esteem plays a central role.

The goals include: Children's personal, social and emotional, moral and spiritual development and the establishment of good attitudes to their learning.

Examples:

- able to maintain attention, concentrate and sit still
- aware of their own needs and sensitive to the needs of others
- respectful of their own beliefs and those of other people
- understand what is right and wrong and why

### **Physical Development**

This area of learning focuses on children's developing physical control, mobility, awareness of space and manipulative skills. It includes establishing positive attitudes towards a healthy and active way of life.

Examples:

- move with confidence, imagination and in safety
- move with control and coordination
- use a range of small and large equipment
- handle tools, objectives, construction and malleable materials safely and with increasing control

### **Communication and Language**

The importance of speaking and listening is recognised not only as a means of extending language and developing knowledge but as a way in which children's confidence and self-esteem are promoted. Opportunities are provided for children to work on a one to one basis with an adult and in small and large groups. Children are encouraged to talk about their experiences, recall events, and recite rhymes etc., whilst others are encouraged to listen attentively. Communicating and sharing information is encouraged in the many learning areas, particularly role-play, small world and those of an investigative nature e.g. sand and water activities. Children are encouraged to sustain attentive listening, responding to what they have heard by comments, questions or actions.

### **Mathematical Development**

An important part of the maths curriculum is the relationship between practical activity and the development of appropriate language to support the understanding of mathematical ideas. Everyday opportunities are maximised to develop and understanding of number, pattern, shape and spatial awareness.

Emphasis is placed upon practical activities and mental calculations.

A lot of mathematical work arises from classroom activities including topic work, science and play experiences, rhymes and counting games.

## **Literacy**

This area is split into reading and writing. Children are encouraged to share books and communicate some of their ideas through mark making.

Our aim is to promote an interest in and an enjoyment of books. The children share stories in class having a story session most days and have free use of the classroom book corner here they can enjoy books on their own or with a friend. We always encourage the appropriate use of books including developing the idea that print is read from left to right and top to bottom. Pre-reading skills are emphasised in the nursery and continued through into reception

Please bear in mind that children learn to read at different rates just as they learn to walk and talk at different times and try to avoid comparing your child's progress with anyone else.

In early years children are encouraged to express themselves through writing. Children begin to write using their own invented grasp and symbols. As they become more familiar with letter recognition and how letter shapes are formed.

The correct formation of letters is very important as it effects the formation of 'joined up' writing in a later stage. An example of the correct formation is included in this brochure to help you to help your child when writing at home.

## **Knowledge and Understanding of the World**

These goals focus on children's developing knowledge of their environment, other people and features of the natural and made worlds.

They provide a foundation for scientific, technological historical and geographical learning.

Examples of some learning experiences:

- building models and selecting appropriate resources
- investigating objects and materials by using their senses
- looking closely at similarities, differences, patterns and change
- using computers and programmed toys to support their learning
- finding out about the place they live and the natural world
- finding out about the past and present events in their own lives

## **Expressing the arts and Design**

These goals focus on the development of children's imagination and creativity and their ability to share ideas through different forms of communication.

Examples:

- responding in a variety of ways to what they see, hear, smell, touch and feel
- use their imagination in art, design, music, dance, drama and play
- listening to sounds and exploring patterns and changes in music and movement

## **Parental Involvement**

In order to meet the needs of your child, we encourage as much contact as possible with parents.

We are always available to discuss your child's welfare. Please check the notice board in Nursery and Reception, which displays day-to-day information. Parents/carers are also welcome to use the notice board.

Parental consultations - Although there are opportunities to discuss matters with the nursery staff on a daily basis more formal meetings take place in the Spring and Summer terms.

## **Finally**

We recognise that education is a partnership between home and school and we welcome and value your support and cooperation.

We hope that your child's Early Years, their most formative, will be both happy and rewarding. We aim to positively encourage your child to fulfil his/her own potential, providing a firm foundation for later school life.

J. Dunn

*Foundation Stage manager*