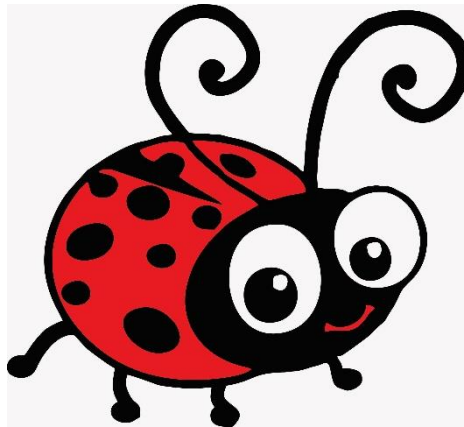




BAMPTON CE PRIMARY AND NURSERY SCHOOL

Ladybird Class (Nursery) Starter Pack



School Mission Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values to be the best we can be.

In Early Years Foundation Stage this means we put children at the centre of all that we do by:

Providing a challenging, creative and inspiring Curriculum which sparks a love for learning

Ensuring everyone feels Happy, safe and secure

Teaching Independence

Valuing indoor and outdoor Learning equally

Developing social skills and risk taking

Building positive Relationships between staff, children and families

Focusing on child-centred, Enquiry based learning which promotes awe and wonder

Nurturing self-confidence and celebrating successes

Ladybird Class Staff:

Mrs Joanna Wilson
Early Years Professional



Mrs Laura Hatwell
Early Years Teaching Assistant



Headteacher - Miss Carol Phillips



Assistant Headteacher for KS1 & EYFS – Miss Kate Gardner



SENDCo - Miss Wendy Copping



Our 3 School Rules

These are underpinned by our inclusive Christian belief, that we are all made in the image of God and therefore are valued as individuals, and are based on our 3 core values:

Respect – we respect ourselves and others, the equipment we use, animals and the world around us

Perseverance – we show a growth mindset and fully embrace all learning opportunities

Friendship – we show kindness, compassion, and tolerance for others

Uniform:

The Bampton school logo was designed by the children and features on the school uniform sweatshirt, cardigan, polo shirt and PE t-shirt. The uniform can be purchased online at www.pmgsschoolwear.co.uk or by visiting the outlet in Faringdon. Alternatively, you can order online from [Tesco](https://www.tesco.com).

Our school uniform consists of:

Winter

- navy sweatshirt or cardigan, preferably with school logo
- red polo shirt, preferably with school logo
- sensible shoes – suitable for running around the playground and offering support for feet and ankles (no heels, sling backs or open toed sandals)

Summer

- As above, gingham summer dresses may also be worn



Jewellery:

The uniform policy permits children to wear a pair of plain stud earrings. No other jewellery is permissible. Earrings must be removed or covered for PE.

Other equipment, to bring daily:

- Water bottle (water only)
- Waterproof clothing (to leave at school)
- Summer hat
- Wellies (to leave at school)
- Change of clothes/nappies



Please ensure that your child's name is clearly marked on **all** items of clothing and equipment, so that lost items can be returned to the rightful owner.

Coming into school in the morning/Collecting your child:

The Ladybird Class door opens at **8.45am**. A member of staff will greet you at the door. Your child will have a labelled tray to place their bookbag in and a named peg to put their coat and bag of spare clothes on. There is a designated area for drinks bottles. We also ask that children find their named self-registration card and place it in the basket on arrival. Once your child has put away their belongings, they may come into the classroom and to take part in their morning activities.

The Nursery session ends at **11.45pm**. Please wait for your child outside the Nursery classroom. Children will be seen out to parents/carers one at a time by the teacher or teaching partner. Children will only be allowed to leave with an authorised collector.

Snack and Water:

A healthy snack is provided for each child every day. Snacks vary each day and include, pears, apples, satsumas, tomatoes, and bananas. Your child will also be entitled to milk if they would like it. Your child will need to bring a named bottle with fresh drinking water to drink throughout the session.



Keeping you informed:

We have a notice board outside of the classroom for daily messages and we also share information via the school newsletter. To be able to receive communications from the school office, including our newsletters, you will need to sign up for **ParentPay**. As well as this, we use **ClassDojo**. This is a school communication platform that teachers, students, and families can use to share information. Once your child starts in Ladybird Class, you will be given joining instructions. You will be able to contact your child's teacher using the ClassDojo messaging feature. Please contact the school office with regards to pupil absence.



If your child is unwell:

It can be tricky deciding whether or not to keep your child off school if they are unwell. We ask that parents/carers refer to NHS guidance to help them make the decision.

<https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/>

If your child is not well enough to attend school, it's important to phone the school office on the first day. Let them know that they won't be in and give them the reason.

A typical morning in Ladybird Class:

In Ladybird class a typical day is a balance between child-initiated through continuous & enhanced provision and adult-directed activities.

8.45am - Arrival and self-registration. Free choice activities (carefully planned activities, to cover all areas of the EYFS Curriculum)

9.00am - Registration – Carpet time

9.20am – Continuous Provision - inside/outside

10.00am - Snack time

10.30am - Continuous Provision - inside/outside

11.05am - Tidy up time

11.20am – Carpet time

11.40am - Collect coats and bags

11.45am - End of session



Outdoor Explorers:

Our Outdoor Explorer session is a stand-alone session based on the school grounds close to the Nursery building. The children go to the same natural space on a weekly basis to play and learn. The children have the opportunity to engage in achievable tasks, use their creativity and initiative, play in a group or by themselves and learn about the natural world. They develop their resilience, confidence and their knowledge in various areas and have the chance to take supported risks.

With the exception of very extreme weather, we will aim to take the children out come rain or shine – therefore it is very important that your child is warm and dry. Below is a list of clothes that we would recommend, and we kindly ask you to supply these for your child on the day of Outdoor Explorer.

- boots
- long trousers (e.g. warm tracksuit bottoms)
- fleece/sweatshirt
- warm, waterproof jacket
- extra pair of socks
- warm/woolly hat
- gloves
- warm underwear (vest and long johns/tights/leggings) is a good idea when it is very cold



Early Years Pupil Premium:

The Early Years Pupil Premium (EYPP) provides extra funding for 3 and 4 year old children whose parents are in receipt of certain benefits or children who have been in care or adopted from care. For more information regarding EYPP and for information about the eligibility criteria please use the following website:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/information-parents/find-childcare/help-paying-childcare/early-years-pupil-premium>

The Early Years Foundation Stage (EYFS) Curriculum:

At Bampton CE Primary and Nursery School, in our Nursery and Reception Classes, we will be following the new 'Statutory Framework for the Early Years Foundation Stage'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

The areas of learning and development:

The Statutory Framework sets the standards that schools must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good progress through school and life.

The children are given opportunities to play and explore, to investigate and experience things and to 'have a go'. The areas of learning and development have been divided into two groups:

Three **Prime Areas**:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These Prime Areas are those most essential for your child's healthy development and future learning.

As children grow, the Prime Areas will help them to develop skills in four **Specific Areas**:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Statutory Framework contains **educational programmes** for each of the seven areas of learning, which are used to guide our planning.

Key person approach:

Our Nursery uses a key person approach. This means that each member of staff has a group of children for whom they are responsible. Your child's key person will be the person who works with you to make sure that what we provide is right for your child's needs and interests. When your child first starts with us; their key person will help your child to settle and throughout your child's time at the setting they will help your child to benefit from the setting's activities.



Learning Journeys:

As your child progresses through the EYFS, we will keep records of their learning in a Learning Journey. We welcome contributions to these Learning Journeys and ask that parents/carers fill in **Wow Vouchers** detailing learning and achievements at home. We share these with the class on a regular basis.

Preparing your child for Nursery:

The period before a child starts nursery can be an anxious time for parents. Here are some tips on how you can best prepare your child for this exciting time in their lives!

Promoting Independence

Your child will really benefit from being as independent as possible when they start attending nursery. Of course, teaching staff will always be on hand to help but children feel a real sense of achievement when they can accomplish things by themselves! For example, your child will have access to an outdoor space throughout the day so being able to put their coat and boots on independently will really help them. It also means that they can get straight to their playing and learning without having to stop and ask an adult for help! Your child will also really benefit from having experience of spending some time away from you, such as going to a friend's house to play. This will really develop their confidence and independence and stand them in good stead when it comes to saying goodbye on that first session at nursery.



Communication and Language

Many parents worry if their child will be able to tell the teacher when they need something or if they will make friends. Good communication skills will allow them to do these things. We know that parents can have a huge impact on their child's speaking and listening development and these simple language boosting activities are a great way to help:

Listening & Attention Skills

Your child will be given many spoken instructions throughout their time at nursery and will need to be able to shift their attention from what they are doing to listen to what the teacher is saying. A lovely activity to promote this is to go on a 'listening walk' where your child listens for all the sounds around them in the park or town centre. You could also jot down all the sounds your child notices and talk about these back at home to retell the journey based on the sounds they heard.



Understanding Spoken Instructions

Classroom instructions often contain several parts for children to remember. A simple game of 'Simon Says' could really help. You could give instructions containing two parts e.g. 'Simon says touch your nose, then clap your hands'. It is a good idea to start off with one step instructions and gradually build up to two or even three.

Vocabulary Development

To help develop your child's vocabulary development you could play sorting games. For example, when packing a suitcase, as this is a great way to help word categorisation, which is important for vocabulary learning. Items can be sorted into different piles such as clothing, toys, and things for washing ourselves. Outdoor 'treasure hunts' work well too. Collecting objects found on walks in the park or on the beach help introduce new types of vocabulary such as describing words. Treasure can also then be used to create feely bags, where objects have to be described by the way they feel before revealing what the object is.

Small Talk

Small talk is a new project which helps parents turn the activities they are already doing with their child every day into new opportunities to build their child's language skills.

Visit the Small Talk website using this link: <https://small-talk.org.uk/>

Social Skills



Being able to interact appropriately with other children and share resources is a key skill that will really help your child when they start nursery. Play dates with other children will help to promote these skills and you could arrange these with future classmates, if possible. During the play date you can model useful social phrases such as 'my turn please' or 'let's share'. You could also join in with pretend play by starting the game off and then fade out as children get into character.

Mathematical Development

Counting Verbally & One to One

Being able to count verbally to at least 10 will be of great benefit to a child starting nursery.

Practise counting up to ten, and backwards too. One to one counting can also be done

incidentally throughout the day, for example counting steps as your child climbs the stairs. You can count anything,



for example: How many lamp posts are on the street? How many houses have a red door?

How many pieces of fruit are in the bowl (and how many did we have yesterday)? To help

your child understand what numbers mean, ask them to find the same amount of different

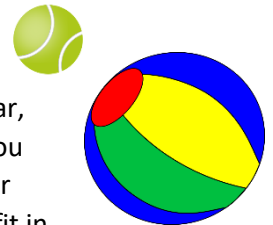
items. For example, find 3 spoons, 3 hats, or 3 socks. You can also sing counting songs and say

number rhymes.



Shape, Size & Quantity

You could go on a shape hunt to see how many circles, squares, rectangles, and triangles your child can find. You could look for patterns too. Talk about the shape and size of objects, e.g. big car, little car, round ball, square sign, rectangular window and ask your child questions such as 'Can you pass me the biggest box?', or 'Which one is the smallest shoe?'. Play with blocks – encourage your child to think about size, colour, and shape. Also play with containers – how many socks can you fit in the box? Which container holds the most, or the least, sand/water/beads etc...



Number Recognition

A number hunt is a fun way to look for numerals on doors, buses, cars, signs, at home, at the shops or on TV. You could also play 'I spy' but with numbers.

Reading and Writing

Having good sound awareness skills such as rhyming and identifying what sound a word begins with is a great foundation for reading. Sharing songs and stories which rhyme is a really good way to support this. You could also say the sounds that letters make, along with their names as you come across them day to day.



A good foundation to being able to write is to develop your child's fine motor skills.

This is because good fine motor skills enable a child to hold a pencil firmly as they are writing. Threading is also a great way to develop fine motor skills, whether it is with beads or buttons, or making necklaces out of dried pasta. Weaving wool around a cardboard template or strips of card through each other are also other simple activities that you could do at home.

Useful links:

- **Bampton CE Primary and Nursey School – Ladybird Class Page**
<https://www.bamptonprimaryschool.org.uk/our-nursery/>
- **What to expect in the Early Years Foundation Stage: A Guide for Parents**
Guidance to your child's learning and development in the Early Years Foundation Stage
<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>
- **Fifty Things to do Before You're Five**
<https://oxfordshire.50thingstodo.org/app/os#!50thingstodobefore5/welcome>
- **Hungry Little Minds**
<https://hungrylittleminds.campaign.gov.uk/>