



# **St George's Early Years: Nursery and Reception**



# The Early Years Curriculum

*"Children develop at their own rates,  
and in their own ways."  
Development Matters*



We work to the Curriculum provided in '**Development Matters** in the Early Years Foundation Stage', the DfE guidance. This is a framework that the Government has produced to ensure that children can reach certain goals by the end of Reception.

To provide for the **3 Prime Areas** and the **4 Specific Areas** of learning, here are some of the experiences your child will have.

- **Personal, Social and Emotional Development**
- **Communication and Language**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding of the World**
- **Expressive Arts and Design**



Children will have a large amount of 'free flow play' time – a chance to explore their fascinations and become absorbed in their play, and learning.



Small group sessions with an adult leading a more focused learning task.

**Phonics**

**Maths**

**Story time**

**Reading**

**RE**

**PE**

*"Pupils are thriving in the school's  
nurturing environment"*



# Reception Curriculum



The Reception pupils work towards achieving the Development Matters Statements in the Autumn & Spring terms. In the Summer term they are working towards achieving the Early Learning Goals.

The Prime and Specific areas are used to plan your child's learning and activities that are suited to your child's unique needs & interests, which takes place both **indoors** and **outside**.

When observing the children playing we are looking for them to use some of the 'Characteristics of Effective Learning' in their play. These characteristics are split into '**Playing and Exploring**', '**Active Learning**' and '**Creating and Thinking Critically**'.

Reception children will complete a statutory **Baseline Assessment** in the first half of the Autumn term. Children will work on a one to one basis with an adult to complete a series of activities. Pupils' attainment in these tasks are a starting point to provide a way of measuring progress to the end of KS2.

At the end of the Reception year we will complete an assessment which is known as the **EYFS Profile**. This assessment is based on our knowledge of your child and what we have observed your child do. The profile measures your child's progress in all of the areas of learning against the Early Learning Goals. We will give you a report of your child's progress, including information from their EYFS Profile.



# Phonics and Reading



- The children follow the FFT Success for All phonics programme.
- For the first term **Nursery** will focus on **phase 1 phonics**: Environmental sounds. Instrumental sounds. Body percussion (e.g. clapping and stamping). Rhythm and rhyme. Alliteration. Voice sounds. Oral blending and segmenting.
- **Reception** will be focusing on Set 1 sounds and learning to blend sounds into words orally. These are CVC words e.g. mat, sit, sad, etc. They will also learn 'tricky' words – words that can not be easily blended.
- Once children are given **reading books** to take home they need to be brought back into school **everyday** with their reading diary, as they will read at school too.
- Please try to hear your child read everyday for short sessions. If they read regularly it will have a huge impact on their Literacy skills.
- Please write a comment at least once a week in your child's reading diary.
- On a Wednesday, children will choose a **library book** to take home for you to enjoy together. These need to be returned each **Wednesday** so a new one can be chosen.



# Writing

We encourage your child to mark make daily. Children love to make marks with all sorts of things – pens, pencils, chalk, paints, shaving foam, flour, glitter...the list is endless!

Mark making is the first step towards writing.

When using pens and pencils we will encourage your child to use the three fingered tripod grip.

As we introduce the letter sounds, we will be showing the children how to form the letter graphemes correctly (using mnemonics).

We will be helping the children to write their names using the correct letter formation.

We will help the children to label pictures by recording the sounds they can hear in the words (this may only be the initial sound to begin with).

The children will write labels and captions before they are ready to begin writing in full sentences.

We will also encourage the development of gross motor skills when playing outside as this helps to develop their fine motor control too.



# PE

Children come to school dressed for PE and stay in PE kits all day.

Nursery and Reception - once a week (Monday)

## PE Kits

- Plain, unbranded white round neck t-shirt
- Plain, unbranded black or navy shorts, leggings or track pants
- Regular school jumper (not hoody/jacket)
- Trainers



**Please ensure all items  
of clothing are named.**





# Outdoors



We will be spending a lot of time outside – whatever the weather!

Please provide wellies. Please bring a coat in daily.

In colder weather – please bring a hat and gloves.

In warmer weather, a sun hat and name labelled sun cream.

If you feel it is necessary, you can also bring a change of clothes to keep in school

in case of accidents, messy play, water play.

**Please ensure all items  
of clothing are named.**





# Our Uniform.



Our school uniform:

- Grey pinafore or skirt
- Grey trousers
- White polo shirt
- Bottle green jumper or cardigan
- Black school shoes (not Trainers)
- Green and white checked dress/playsuit may be worn by girls and grey shorts by boys or girls in the summer term.



Children are welcome to wear unbranded, plain jumpers, cardigans and polo shirts, provided they are in school colours (bottle green and white)



**Please ensure all items of clothing are named.**



# Uniform Policy



**No Jewellery** due to health and safety concerns.

If ears are pierced, small studs may be worn, but must be removed or covered with plasters for PE/Games.

## Hairstyles

No extreme hairstyles, such as mohawks, tramlines and patterned or brightly coloured hair.

Long hair must not impede their vision, cover their face or provide a health and safety risk. Long hair must be tied up.

Bandana style headbands and flowers/bows or excessive hair accessories are not to be worn; however, plain hair clips or bands are acceptable. No hair extensions.

## No Makeup

No make up to be worn, including nail varnish, gel nails and nail extensions.



# What should my child bring to school on a daily basis?



- A book bag.
- A water bottle.
- A coat.
- A full change of spare clothes for outdoor/messy/water play.
- For nursery: A full change of clothes just in case of any accidents.
- Reading books everyday
- Library books every Wednesday.

Keep encouraging your child to be independent with their self-help skills by getting them to put their jumper, coat and shoes on and off by themselves. Support them in using the toilet independently and keep reminding them to wash their hands carefully.

## **Breakfast.**

A range of breakfast items will be provided to all children everyday.



## **Snack time.**

Children have access to a variety of healthy fruit and milk on a daily basis. Please bring in a named water bottle daily.



## **Lunch.**

School lunch or packed lunch. Reception children are entitled to free school lunches.

Nursery have a cost per day which is payable to the school office. TBC



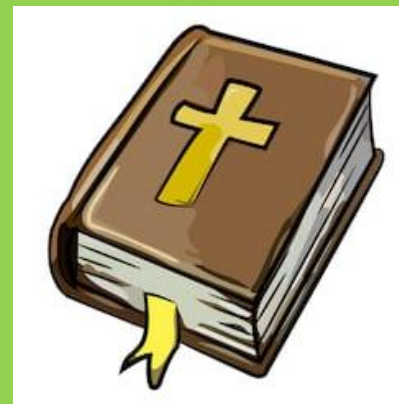
# Prayers and Liturgies.

As a Catholic school, the children will be encouraged to join in with simple prayers and liturgies. They will become familiar with the Gospel through Bible stories and activities.

We say a prayer in the morning, before lunchtime, after lunchtime and before Home Time. We make the sign of the cross before saying our prayers.

We cover all of the topics in the 'The Way' RE curriculum.

At the end of each week, we participate in a class liturgy which may involve prayerful reflection, music, singing, movement, retelling a Bible story and celebrating the work we have done in the classroom.





# Rewards

**Good behaviour makes effective teaching and learning possible.**

## **Cubes in the Jar**

Children are asked to put a cube in the class 'Cube Jar' when they have shown great behaviour or achievements. When the 'Cube Jar' is full then the whole class get a treat e.g. have a party, dressing up day, own clothes day, special visitor etc.

## **Head Teacher and Gospel Value Awards**

These are given to two children each week who have done something special.



# George

## Our Early Years Friend



Hello,  
My name is George!

I am very cuddly and friendly. I love going on adventures, visiting new places and meeting new people. I get very tired after a busy day at school and playing with my friends. At bedtime I like to read a story and have a big hug before I go to sleep.

Can you write or draw about our adventures in my diary so we can show our friends? Please remember to bring me back to school so that someone else can take me home.

Love from  
George.



## What if my child is ill?

When children first start to mix with more children they are liable to pick up illnesses of various sorts. Doing so is often beneficial as it helps build immunity in later life- tummy upsets, ear infections; sore throats are all very common. If your doctor diagnoses that your child has measles, mumps, chicken pox or Covid19, please speak to school to find out how long they need to be kept off.

**If your child ever has sickness and diarrhoea they MUST be kept off school for at least 48 hours after the last episode. Please inform the school office as soon as you can to inform them if you child is going to be off.**





# Collecting and dropping off

- Gates and doors open: **8:15 for Reception children (early breakfast club)**
- **8.25 for Nursery children**
- **The school day starts at 8:45am**
- End of school day: **3:15pm**
- We will only release a child to an ADULT who is known to us.
- Please inform the school beforehand if somebody different is collecting your child.

**Wrap around care - breakfast and afterschool club – Reception to Year 6.**



## How to keep in touch:

- 'Follow' us on our closed **Facebook** page
- Contact the office through Arbor
- **Tapestry** – secure **Online Learning Journal** - to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. Please comment on and add your own posts to Tapestry. This will help us to have a more robust overview of your child's development, including evidence we may not see at school.
- Weekly '**blog**' updated regularly on school website
- **Office email** [office@stgcps.org](mailto:office@stgcps.org)
- **Class Teacher email** : [missmcmahon@stgcps.org](mailto:missmcmahon@stgcps.org)
- [Mrsdouglass@stgcps.org](mailto:Mrsdouglass@stgcps.org)
- Speak to a member of the Early Years Team

