

The background features a white central area with red geometric shapes on the left and right sides. The shapes are composed of overlapping triangles and polygons in various shades of red, creating a modern, abstract design.

# Welcome to our Parents' meeting

September 2020

# Meet the Teachers



Miss Porter



Miss Steadman



Mrs Harris



Miss Morris

# Purpose and aims

- Expectations for the end of the year and practical ways to help your child – curriculum
- Clarify information about the school
- A better understanding of the Early Years Foundation Stage

# Introduction

Our main aim at Blanford Mere Nursery is for all children to

- ▶ Explore
- ▶ Experience
- ▶ Enjoy

Blanford Mere Nursery provides a happy, safe, secure and stimulating environment in which your child can develop to his or her full potential, and in which you as parents can feel relaxed and confident, with every aspect of care channelled to the needs of your child.

# Changes due to COVID

- Obviously this is an academic year unlike any previous. As such, we have made a number of changes to school life so we are in-line with the latest government guidance.
- These changes have been outlined in a specific PowerPoint, uploaded to the Newsletters tab of the website. This PowerPoint was also shared with the children when they returned to school.

# Early Years Foundation Stage

The Early Years Foundation Stage is broken down into 7 different areas of development. Children should mostly develop the 3 prime areas first. These are

- ▶ PSED
- ▶ Communication and Language
- ▶ Physical Development

As children grow the prime areas will help them to develop skills in 4 specific areas. These are

- ▶ Literacy
- ▶ Mathematics
- ▶ Understanding the world
- ▶ Expressive arts and design

# School Life

- ▶ School life is a free app that we use to communicate all letters, newsletters and notices through. Please ensure you have downloaded it and enabled notifications.
- ▶ If you have not received your personal log in, please contact the school office ASAP.
- ▶ Engagement with this app is important to keep up to date with all current information.

# Expectations

- Arrive to Nursery on time, at your allocated slot.
- Please bring a labelled water bottle (water please in bottles) and labelled coat (weather permitting) each day to Nursery.
- All jumpers, cardigans and shoes need to be clearly labelled.
- Your child does not need to bring in a bag, hand sanitiser or tissues into Nursery. The adults will provide these and supervise the children.



# Literacy: Reading and Writing

Suggestions of how to support your child's learning at home:

- ▶ **Reading** - Reading books aloud to children stimulates their imagination and expands their understanding of the world. It helps them develop language and listening skills and prepares them to understand the written word. Please read with your child as much as you can and make reading a part of your family time, such as reading bedtime stories, visiting your local library, looking at signs in the environment, look at a recipe book and cook something together. You could create a comfy reading space in your home or put your child in charge of the shopping list. It is also important to keep plenty of reading materials in your home, such as books, magazines and newspapers. Children enjoy having a variety of reading materials.
- ▶ **Writing** - Before children can write they need to develop their fine motor skills. Activities such as using chalk, threading, using a hole punch, painting outside or climbing will help develop their fine motor skills and upper body strength. When your child is ready you can show your child how to hold a pencil to form some of the letters in their own name.

# Maths: Number and Shape, Space and Measure

Suggestions of how to support your child's learning at home:

- ▶ **Number**– This can be addressed through everyday opportunities; for example, when you are cooking at home you can ask them to count how many vegetables are in the pot, how many stairs you are walking up, the house numbers you pass etc. Toys can also support children's learning of number, using blocks to build towers or counting them in a line. Try and make it as practical and fun as possible.
- ▶ **Shape, Space and Measures** – Again, within everyday life shapes are all around us, so asking your child what shapes they can see, how many corners does that shape have?, will begin to develop their ability to recognise and describe shapes. Developing mathematical language is important, and can be achieved through simple activities like at bath-time, playing floating and sinking games, and discussing which objects are heavier or lighter etc.

# Personal, Social and Emotional Development

- ▶ In order for children to be able to engage with the curriculum, they firstly need to be 'ready to learn'. This means that your child is able to concentrate and focus, listen and follow instructions, follow the behaviour expectations etc. You can help at home through talking with your child and modelling how to listen and take turns in a conversation, and in regards to behaviour making boundaries clear and explaining what are right/wrong choices, teaching them about sharing etc., as this will greatly help your child to access their learning within school.

# Behaviour

## ▶ Rights Respecting School

We encourage good behaviour in a variety of ways at Blanford Mere. Underpinning this is the Rights Respecting charter. We are a Rights Respecting School. This means that we enable children to access their rights every day at school and teach them to respect their own and others' rights. The children learn about this in all aspects of life from classroom work to assemblies. In each class children have chosen 4-5 articles that will underpin their values of how they behave in their classroom. We have lunchtime charters created by the children and will be working together to develop a playground charter.

# Behaviour

- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support they need with learning or a behaviour issue. We try to work together to resolve issues.

All children's names will be placed on green on a chart like this in the class. They can move up and down the chart, depending on their behaviour. It is expected that children show good behaviour and remain on at least green as 'green is good'.

<p><b>SILVER is super!</b></p> <ul style="list-style-type: none"> <li>• Silver sticker to wear ☺</li> <li>• Silver sticker in planner ☺</li> <li>• Silver sticky dot on wall ☺</li> <li>• After 5 times on SILVER, you will get a GOLD.</li> </ul>	<ul style="list-style-type: none"> <li>- Respectful at all times</li> <li>- Polite and courteous at all times.</li> <li>- e.g. holding doors open</li> <li>- Kind and caring at all times</li> </ul>	<ul style="list-style-type: none"> <li>- Listening and engaging in learning</li> <li>- High standard of work</li> <li>- Persevering with tasks</li> <li>- Ready to learn</li> <li>- A positive attitude to school life</li> </ul>
<p><b>GREEN is good!</b> EVERYONE STARTS on green every morning.</p>	<ul style="list-style-type: none"> <li>- Respectful</li> <li>- Effort (doing your best)</li> <li>- Polite</li> <li>- Kind</li> <li>- Listening well</li> <li>- Sitting properly</li> </ul>	<ul style="list-style-type: none"> <li>- Producing a good standard of work</li> <li>- Ready to learn (planner, pencil, reading book, PE kit)</li> <li>- Correct uniform</li> <li>- Lining up sensibly</li> <li>- The right attitude to school life</li> </ul>
<p><b>ORANGE = 1st WARNING</b></p> <ul style="list-style-type: none"> <li>• Teacher will date chart</li> <li>• 5 transfers on separate days - 1 red (5 mins Golden Time lost).</li> </ul>	<ul style="list-style-type: none"> <li>• Not ready to learn. e.g. no planner, no pencil, no PE kit etc.</li> <li>• Disrespect: rolling eyes, shrugging shoulders, mumbling back, sighing, pulling faces, arguing back</li> <li>• Rudeness</li> </ul>	<ul style="list-style-type: none"> <li>• Being unkind</li> <li>• Moving when you shouldn't</li> <li>• Poor listening skills</li> <li>• Lack of effort/ focus</li> <li>• Incorrect uniform (not tucking shirt in, trainers, no tie)</li> <li>• Not lining up sensibly</li> <li>• A poor attitude to school life</li> </ul>

# Behaviour

- If you would like to discuss anything then please make an appointment to see your child's class teacher – the end of the day is best. If you feel that you need the KS manager (either Mr Baker or Mr Wade) to be involved, we can arrange this. If you have exhausted these two options and you are still not happy – then ring the office to book an appointment to see Miss Stanton – Deputy Headteacher.
- Finally, if we have still not been able to rectify your problem, ring to make an appointment with our Headteacher, Mrs Miller.

# Finally...

We hope that you have found this information useful. Our aim is to provide an exciting curriculum for your child and enable them to reach their full potential.

We would like to thank you all for taking the time to read this and hope that we can work together to support your child.

If you have any questions then please ask. Thank you.