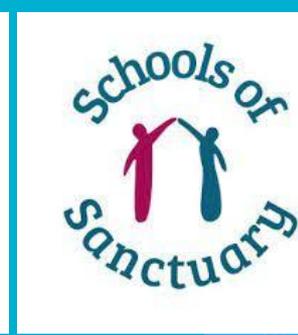
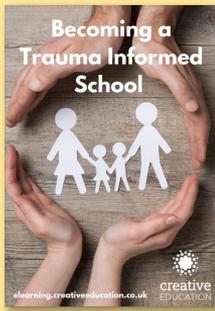
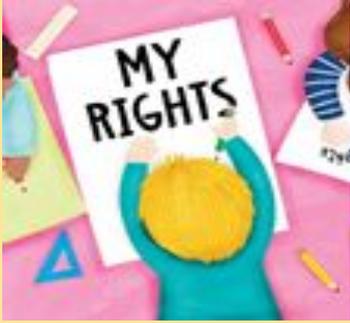




Welcome to
Beaver Road

nursery



ON THE RIGHTS OF THE CHILD

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Introducing...

a bit about us...



NT



NLM



NH

Mrs Tomlinson Ms. Lowe Mrs Moran Miss Holmes

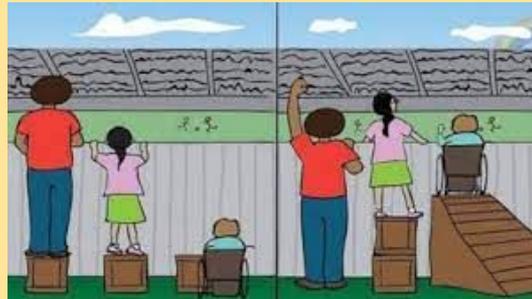
**Our SENDCO, Mrs Lucy Noden
Weaver**



Our family engagement lead, Ms Mel Ulett



Interventions Lead, Teresa

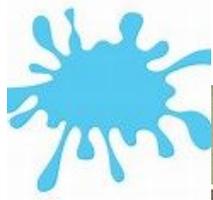


3 form-entry open-plan Nursery

26 children per class group

1 teacher / 1 TA

Enrichment sessions of Music, Art and PE - led by specialist teachers



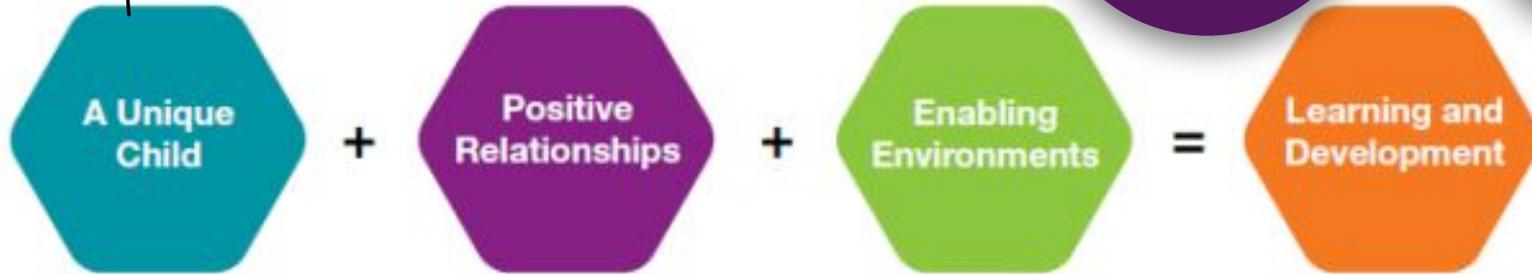
The environment as the third teacher
- an integral part of how learning happens



Open-ended but thoughtfully resourced .
Investigation and critical thinking
Best developmental opportunities
Beautiful and inviting materials
Connection to the natural world
Uninterrupted play - deep level learning

The Time of Our Lives...

Guiding Principles -
underpin and drive



Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Children learn to be strong and independent through positive relationships.

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.

Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

**No
opportunity
missed!**

'No job is more important
than working with
children in the early
years.'
*Development Matters
2020*

Self - Regulation and Self Efficacy



- Important attributes of early years development and beyond
- Self-regulation – manage thoughts, behaviors and emotions in accordance with the demands of the situation. **It helps us direct our behaviour towards a goal.**
- Self-efficacy – **belief in your own ability** to achieve a goal and having the confidence to do this by managing how you think, feel and behave.
- Strong sense of their own effectiveness and support and encourage inherent drivers to be effective agents in the world.
- Authentically happy!

Early Literacy

Singing



Complex social and cultural activity.

High Quality Interactions



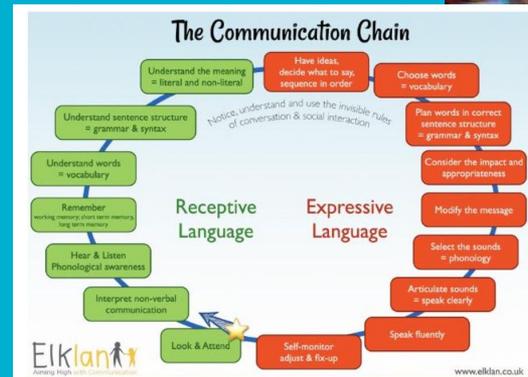
Sustained Shared Thinking



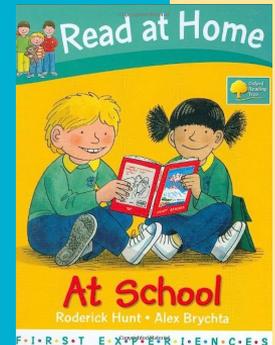
Storytelling



Shared Reading



The 'Communication Chain' diagram is used with kind permission of Elklan Training Ltd, UK. www.elklan.co.uk

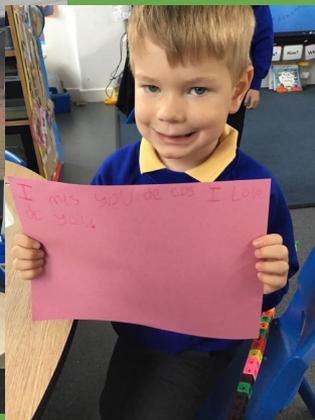
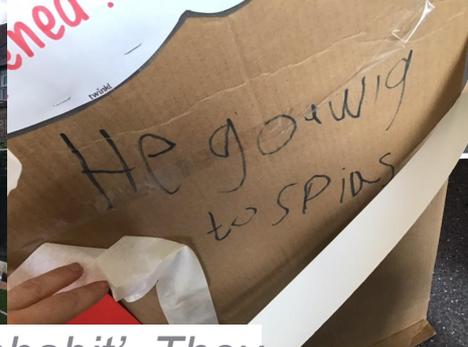


P · I · R · S · T E · X · P · L · O · R · I · E · N · C · E · S

To 'read' in all it's glory!

Michael Rosen;

"There are many picture books which young children appear to 'inhabit'. They 'become' the book. This is so crucial in the process of how children learn what it means to 'read' – in the fullest sense of the word"



Top Bilingual Superpowers!



- More children multilingual than not!
- Stimulates brain development.
- Creative and flexible.
- Supports improved focus.
- Supports understanding and empathy
- Supports a wide vocabulary and understanding of language.

Multilingualism is an Asset

English as an Additional Language

What do we actually mean by play? And why is it important?



“The main characteristic of play - child or adult - is not its content, but it’s mode. Play is an approach to action, not a form of activity.” JEROME BRUNER, 1989



Healthy Balance: Child and adult to expand learning power!

Effective Agents

Inclusion

Engagement

Holistic

Innate Curiosity

Joyful meaningful

socially interactive

actively engaging

iterative

It builds neural connections in the brain and fosters **flexible, intelligent** ways of approaching the world and others. Expanding children’s learning power and potential now and in the future.

What do we actually mean by play? And why is it important?



Play is about much more than content,
it helps build flexible minds and an
enquiring spirit.

Deep-level learning

Intrinsic vs extrinsic motivation



Intrinsic Motivation

You are motivated to do the activity because it is internally rewarding. You choose to do it because it's fun, enjoyable, and satisfying. Your goal comes from within, and the outcomes of your goal satisfy your basic psychological needs for autonomy, competence and relatedness.

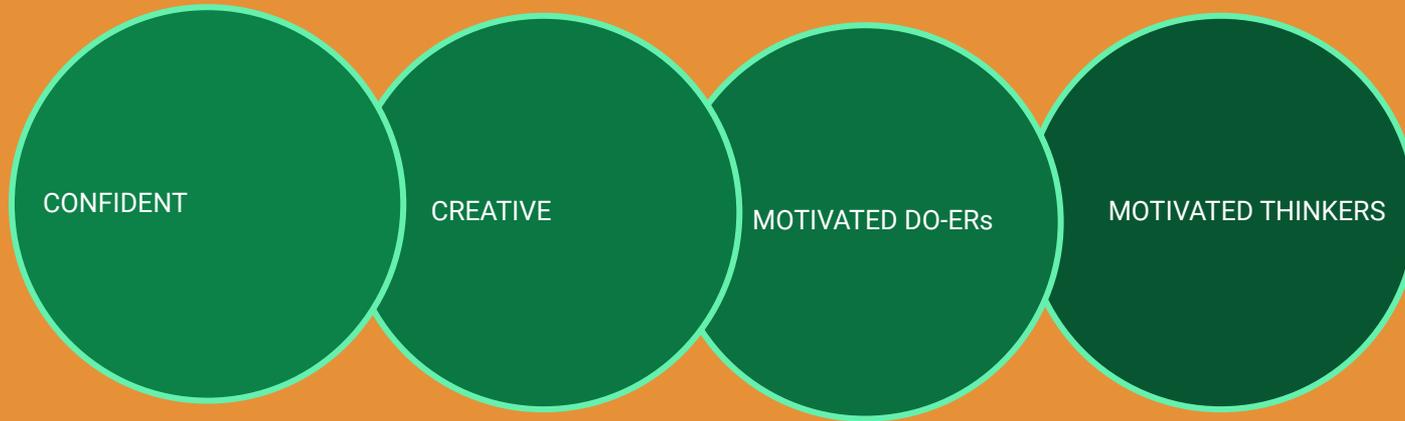
Extrinsic Motivation

You are motivated to do the activity in order to gain an external reward in return. Your goal is focused on an outcome, and does not satisfy your basic psychological needs. Rather, it involves external gains, such as money, fame, power, and avoiding consequences.

"Play is the highest form of research" (Albert Einstein)

Building Children's learning power...

The right kind of experiences and support help children become...



...so that the early years build strong foundations for all they will encounter in the future.

Relationships and Communication

Article 12!



You are your children's most enduring educators! You are part of our Nursery family from day 1 and a close partnership is absolutely vital.

We love to see you too and invite you to join us for the first 15 minutes of each day. A brand new routine can be overwhelming for children (and a worry for Mums + Dads too!) but by building trust and familiarity through a regular morning routine, this will become easier! We will work together on this!

Sharing through conversation, Tapestry, our newsletters, and more formally during Parents' Evening.





Talacre beach





Community gardening





Connecting with nature



"A walk in nature walks the soul back home" (Mary Davis)



Doors open...welcome -short exploration

Shared carpet session

Free-flow

Shared carpet session

Free-flow

Lunch

Free-flow

Shared carpet session

Free-flow

Collective tidying
of indoors

Circle time / snack

Home-time routines



What is gradual admission?

Biggest change of your child's life



Adapting to new
surroundings

Your own pace

Gentle introduction

Essential to establish
sense security

Documenting Growth and Development - the more formal bit

Ongoing 'dynamic' assessment and use of Development Matters to guide and inform.

Feedback to suggest next steps and development and specific support where necessary, e.g. speech and language intervention programmes

3 assessment points in the year- Baseline, mid year and end of year.

Is toilet training offered as part of our curriculum?



Practical information

- Packed lunches (name label, please) or school meal.
- You will have the option of purchasing school meals through Live Kitchen.
- Fruit and milk is available on a daily basis.
- School Uniform - Monkhouse and MCS - June drop.
- All children to have a school book bag.
- Spare clothing (does not have to be school uniform) in a named bag.
- Wellington boots and coat - all named!
- Additional contribution -£5 at the beginning of each term to be handed to your child's class teacher for enrichment activities.
- 30 Hour Code before September

Drop-off and pick-up

The Nursery day is from 8:50am to 3:10pm

Lunch time - 11:20am

Part time pupils - Mon-Wed lunchtime / Wed afternoon-Fri

Collection is from outside the Nursery entrance.

We will require written confirmation of all persons who will collect your child and have a password system.

Breakfast club is available each day from 7:30am and After School Club runs until 6:00pm



Keeping you in the loop!

Fortnightly newsletter - round-up of our learning, practical notes and reminders

School Spider - text message alert / email / letter

Daily conversation

First Aid

Phone call - all classrooms have phones so we can speak to you directly

Parent groups - useful to share info

School Website - regularly updated - class page has all planning documents and saved newsletters

Home Learning



Home Learning Grid Nursery - Summer ii

Where will adventure take us?

*Let's explore the world of travel, transport, journeys,
adventure and different destinations.*



Use junk modelling items to create a vehicle. See if there is a way of testing out your vehicle or using it as part of small-world play with some peg doll passengers. Is there a song or nursery you can think of that is associated with your vehicle? Make a video and share with us on Tapestry!



A bit of paper engineering can be the stimulus for a great conversation on design and aerodynamics. As well as trying different styles of paper plane, notice how far each one travels... Can you invent your own way to measure distance? "How many strides / jumps / rolls...?"



Transform your laundry tub into a hot air balloon and fly off on an adventure. Take opportunities to use some positional language as you travel: up, over/ above / downwards....N/S/E/W

Phonics



Pack a suitcase, real or imaginary. Which items will you need? Where are you going? Identify



Turn into one or more of the cosmic yoga adventures. Room on the Broom



Have a chat about how earth is made up of lot of water and some land. Draw out the idea that our planet looks a bit like a squashed sphere. Next, use blue and green play-doh to make your

Dates for your diary

July 5th - stay-and-play session - letter - outdoors?

September - home visits - Tuesday 5th, Wednesday 6th or Thursday 7th September 2023.

Staggered start date. We will work with you to make this bespoke for your child.

Further information on our Tapestry Learning Journal.

Questions and Walk Through

