



Love, Learn, Discover



Lewis Street
Primary School



Love, Learn, Discover



Christ Church C.E
Primary School

Christ Church
Primary School



Nursery Induction Pack

Christ Church C.E Primary School

Nelson Street

Eccles

M30 0GZ

Telephone no: 0161 921 1955

Email: Christchurch.ceprimaryschool@salford.gov.uk

www.christchurchceprimary.co.uk



Lewis Street and Christ Church



Partnership

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Christ Church C.E and Lewis Street Partnership

Welcome from the Executive Headteacher

Welcome to Christ Church C.E Primary School. My name is Wendy McCormack and I am the Executive Headteacher of Christ Church C.E and Lewis Street Primary Schools. I consider the role of Headteacher as being a great privilege and I hope to serve you well, listening and responding to your views and working in partnership with you in order to best meet the needs of your child and the community that is Patricroft, Eccles. My time is split equally across the three schools and the Head of School, Mrs Jane Bailey, is available in school every day.

At Christ Church C.E we believe that education is a partnership between home and school and we place a great deal of emphasis on our partnership with parents and carers. We believe that children learn best when home and school work together. For this to happen effectively, communication between school and home is essential. At Christ Church C.E there are always staff available to chat both formally and informally with you and deal with any concerns you may have. Confidentiality is respected.

We aim to provide a safe, happy and stimulating environment for every child in our care. We recognise that the welfare of every child is paramount and we work hard to ensure that any needs arising from race, culture, language and religion are met. We treat all children as individuals and seek to provide opportunities for all children to develop at an appropriate rate that is comfortable for them.

This 'Nursery Induction Pack' is provided to help you and your child settle in at Christ Church C.E and have the best possible start to our school. We understand that this can sometimes be a difficult time for parents and carers and we would like to support you as much as possible to make this an enjoyable experience for you and your family. We hope you find this pack beneficial. If there is anything left unanswered please do not hesitate to ask a member of the Nursery staff.



Wendy McCormack

Executive Headteacher

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Staff in Nursery

Miss Back - Nursery Class Teacher



Mrs Costa – Learning Support Assistant



Miss Craig - Learning Support Assistant



**Mrs Elliott – Reception Class Teacher
(Mon, Tues, Weds)**



**Mrs Fletcher-Reception Class Teacher
(Thurs, Friday)**



Mrs Jane Bailey – Head of school and Phase 1 Leader



Mrs Wendy McCormack – Executive Head Teacher



Miss Charlene Skeels- SENDCO



Transition from home to Nursery

A very important part of our work at Christ Church is in helping to make the transition from home to Nursery as positive as possible.

We do this through:

Stay and Play Sessions

The first and most important part of our work in Nursery is to help make the first day at school as happy and enjoyable as possible. We do need your help with this and ask you to set aside some time when your child is starting Nursery to stay in the classroom with him/her. There are five Stay and Play sessions on offer and we ask that you attend a minimum of three. You will find information including dates of Stay and Play sessions in this pack. We feel this is important for a variety of reasons: for your child to get to know and trust a new group of adults and children, for you to see how the school works and be familiar with the things they will talk about at home, and for you to be around to tell us about things that they do and don't enjoy.

Part Time

When your child starts in Nursery they will be assigned to a Key Person, this person will get to know your child really well. When all children start, they start on a part time basis to allow them to settle and get to know the setting. The length of the visit will increase gradually until your child is able to stay happily for all of the morning or afternoon sessions. Your child's Key Person and Class Teacher will review this on an individual basis. Please refer to the stay and play session information sheet for dates and times.

Please don't get anxious if this seems to take a while. Our experience has shown that it is important to take this stage slowly.

The Nursery Day

We keep a register of the attendance of children in Nursery. We ask that your child attends every day as the learning experiences provided will help your child to become a competent learner. If your child is absent please ring the school on the telephone number below as soon as possible. At Christ Church C.E we are committed to teaching children how to be punctual and expect your child to be in school on time and picked up from school on time. **The usual school day (After the transition period) is 8.45am - 3.15pm.**

School telephone number: 0161 921 1955

Email address: christchurch.ceprimaryschool@salford.gov.uk

Website: <https://www.christchurchceprimary.co.uk/>

Snack and School Fund

Each half term we ask Parents/Carers to pay £1.00 per week for snack. Children are offered a snack every day in Nursery and we collect this payment half termly so depending on the number of weeks it is between £5 and £8 per half term. This is to be paid via 'Parent Pay' using a unique bar coded letter available from the office or online (passwords and accounts will be set up in September). This covers the cost of breadsticks and snacks, which are provided daily. The remainder is used to fund extra activities such as baking, play dough, role play resources, food tasting etc.

Children are entitled to 1/3rd pint of milk per day free of charge up to their 5th birthday which will be provided during the session. Water will also always be available.

We are part of the Government's free fruit scheme, under which every child in Nursery is entitled to a piece of fruit each day.

During the year there are occasions where families are asked to help raise funds towards larger projects and/or named charities, any ideas for fund raising will be gratefully received.

School Lunches

Lunch time for Nursery children is at 11.30am. Children sit together in the school hall to eat their lunch. We encourage children to have school dinners as they are hot and healthy and set them up ready for a busy afternoon. If you do wish for your child to have a packed lunch, this must be a healthy and balanced meal. This will be monitored-please no chocolate bars or fizzy/energy drinks. If you know you are entitled to free school meals please apply in the usual way so that the school receive the free school meal allowance for your child.

What can my child wear for Nursery?

We do lots of enjoyable and messy activities in Nursery, and inevitably the children will get dirty. For this reason we require children to wear a **school uniform**. We also ask that parents and carers provide a **spare set of clothes** which must stay on your child's peg. These clothes do not have to be uniform, but they allow us to easily change your child should they have an accident or get wet. The clothes should be in a carrier bag labelled with your child's name (no rucksacks, please) Please also supply a change of underwear, in case of 'accidents'.

The school uniform for Christ Church C.E is as follows:

Girls

- White polo shirt
- Black or grey skirt/ trousers/ pinafores
- Bottle green sweatshirt/ jumper/ cardigan with or without logo
- *Summer Months:* Optional Green & White Summer dress



Boys

- White polo shirt
- Black or grey trousers
- Bottle green sweatshirt/ jumper with or without logo
- *Summer Months:* Black/ grey shorts



All children need to wear black shoes- no laces please!

What will my child do at Nursery?

We follow the DfE 'Statutory Framework for the Early Years Foundation Stage' and Development Matters Curriculum Guidance for the Early Years Foundation Stage. For more information please go to the "Curriculum" page in the "Key Information" section of our website.

Here at Christ Church we promote the Seven Key Features of Effective Practice which are: The best for every child, High-quality care, The Curriculum-What we want children to learn, Pedagogy- Helping children to learn, Assessment - Checking what children have learnt, self-regulation and executive function and Partnership with parents.

Using Development Matters, we carefully plan a curriculum to provide a variety of activities to enhance and encourage your child's emotional, physical, and social development. An emphasis on the **Prime areas** of learning is important throughout the Nursery year as the **Prime areas** are fundamental to a broad and balanced base of learning for children. The **EYFS** states that they are 'crucial for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn, form relationships and thrive.'

The types of activities on offer include sand and water play, creative activities, themes and topics which promote awareness of the diversity of the world about us. We will use books and music which encourage speaking and listening skills and there will be a chance to experiment with dough, paste and paper, and also use puzzles and construction toys. Do not be concerned if your child does not have anything to 'bring home with them' at the end of the session; they could have been doing something that could not be taken home, like making patterns in the sand, sequencing with sizes, colours or shapes, moulding dough or simply making a new friend.

Personal, Social and Emotional Development

Your child will learn to talk with others to solve conflict and begin to share resources and take turns. They will be encouraged to talk about their feelings using words such as 'happy', 'sad', 'angry' or 'worried' and begin to understand how others might be feeling.

Communication and Language

Your child will learn to talk confidently and clearly and will be encouraged to ask questions and listen to each other one to one, in small groups and during carpet focus sessions. They will listen to and join in with a repertoire of songs, rhymes and stories.

Physical Development

Your child will learn to move confidently, controlling their body and moving in a variety of ways. They will learn how to use one-handed tools and equipment, for example, making snips in paper with scissors and use a comfortable grip with good control when holding pens and pencils.

Literacy

Your child will learn to understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom. Children will take part in learning to promote and develop their phonological awareness so that they can spot rhymes, syllables and hear initial sounds in words. They will learn to write their name and form some letters correctly.

Mathematics- Maths Mastery Approach

Your child will develop an understanding of number through stories, songs, games and imaginative play. Children will be taught fast recognition of up to 3 objects, without having to count them individually ('subitising'). They will learn to recite numbers past 5 and say one number for each item.

Understanding of the World

Your child will begin to make sense of their own life-story and family's history. They will learn to show interest in different occupations, through carefully planned topics. They will understand key features of life cycles of plants and animals, exploring this through first hand experiences of watching chicks hatch and exploring how to plant seeds and care for growing plants.

Expressive Arts and Design

Your child will explore shape, colour, texture and dimensions through painting, collaging, junk modelling, telling stories and making music, to name but a few activities! They will learn how to express themselves through role play- acting our real life and imaginative experiences.

Parental Partnerships / Sharing your child's learning

Your child's learning and progression of skills will be documented using an app called **Seesaw**. All staff have been trained to use Seesaw to record observations of learning, linking with the EYFS Framework.

Parents/Carers with a computer or smartphone will be able to look at the exciting things your child has been doing at school. This method of assessment not only tracks the progress your child but allows you to add photographs, videos and observations of your child at home. Seesaw is used by teachers and parents to send home and submit homework and also as part of our show and tell sessions, where children come to the front of the class to share their weekend news with photographs and videos. Seesaw is not only used in EYFS here at Christ Church but also throughout the whole school up to Year 6 and is valuable in fostering relationships with parents and carers as an additional means of communication.

Please provide your email address during your Stay and Play sessions and we can then set you up with a Seesaw account and log in. Further information and workshops to will be available in the Autumn term to ensure that you are getting the most out of the Seesaw app.



How to encourage your child to talk

Children don't learn to talk by accident—they need adults to nurture and support their language and communication. The more adults know and understand about language and how it develops, the easier it is for them to help children improve their talking, understanding and listening skills.

A lot of language development happens between ages 0-5, but the following top tips apply to babies, children and young people of all ages. Make it easier for them to talk. Dummies can get in the way of talking. Try to keep them just for sleep times. Take a dummy out if a baby is babbling, a toddler talking or a child chatting.

Tips to get your child talking!

1. Get their attention. When children are absorbed in an activity it can be hard to get their attention. Say their name first and make sure they are listening.

2. Get down to the level of the child. Conversations are easier with children if you get down to their level. Encourage eye contact.

3. Give children time to respond. Children process language slower than you, so allow plenty of time to think and formulate a response.

4. Be careful with questions. When adults use comments and prompts rather than questions, babies and children join in and talk a lot more.

5. Make it easier for babies and children learn to listen. Children find it harder to focus their attention than adults. Turn background music, radio or TV off.

6. Show them the right way. Young children often make mistakes. Rather than asking them to repeat words correctly, say the word or sentence again correctly for your child.

7. Use simple language. Keep your sentences short e.g. "Food time now" or "Wow, you're building a tower".

8. Copy what they say. Repeat back sounds, words and sentences. Whether its "la, la" or "Oh, you like the banana?" it shows you're interested and that sounds and words are important.



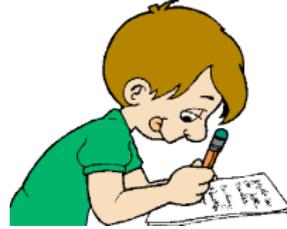
For more information please speak to a member of school staff
<http://www.hello.org.uk/>



How to encourage mark making and early writing skills

To be able to draw and write successfully a child needs to develop the muscles in their hands. You can help at home by providing the following toys and opportunities

-  Lacing cards, threading beads etc
-  Peg boards
-  Construction such as Duplo and sticklebricks
-  Modelling dough
-  Jigsaws
-  Finger rhymes
-  Card games
-  Cutting with scissors
-  Doing up buttons
-  Using eating utensils such as spoons, knives and forks
-  Pegging out the washing



Provide lots of different writing and drawing materials, preferably somewhere your child can access independently. Make it appealing and get involved yourself to further encourage your child.

-  Pens, pencils, felt tips, crayons, chalks, paints
-  Variety of paper and cardboard in different colours including lined and plain
-  Notebooks and pads
-  Envelopes and cards

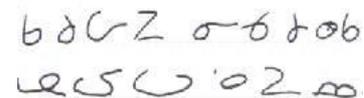
It is not important that your child is drawing or writing anything recognisable. Always encourage them to have a go by themselves and praise their efforts. A child will usually draw pictures before they understand that print has meaning. Once your child has good pencil control and can draw a variety of lines, circles, squares and triangles they will be ready for writing letters. Their early writing will usually be scribbles from left to right on a page. Later they will start to form individual symbols to represent their writing, often with letters from their own name.



drawing



mark making



letter-like forms

How to encourage early reading skills

Before your child actually begins to read, they will develop a set of skills known as pre reading skills. These pre reading skills are the signs of early literacy and, though it may look as though your child is merely playing, he or she is organising what they know about books and language and how they work together to form this magical skill known as "reading." It's actually quite a lot of fun to work on pre reading skills with your child. It's not hard at all and can capture your imagination right alongside hers.

1. Read, read, read, read, read!



It is important to read a variety of books with your child. You can share the story together and talk about looking after the books. When sharing a book you can talk about the story and ask questions about it. Maybe your child will be able to retell the story by looking at the pictures.

2. Picture Books

Buy an inexpensive second copy of your child's favourite picture book and separate the pages from the binding. If you think he/she's up to the challenge and the text is underneath or above the pictures, you may even want to cut the text from the illustrations. Have your child recreate the story from memory and, if possible, place the text with the pictures. He may not be able to read it, but if you've read the book together enough times, he/she's bound to recognise the look of the words for each page.

3. Environmental Print is Pre-Reading



Make an environmental print book. It's not as complicated as it sounds. Environmental print refers to the signs, logos, symbols and words that children see every day and recognise without being able to read them. For example, few children need to be able to read to recognise that the Golden Arches means a McDonald's is nearby. Provide your child with newspapers, magazines, scissors, glue and blank paper stapled together. They can then cut out the familiar logos and symbols, paste one of each page and read you the book.

4. Make a Rhyming Box



Make a rhyming box. Once you find small items that rhyme, such as a pan and a fan or a shell and a bell, place approximately ten sets of them in a shoebox and give it a shake. Have your child open the box and match up the rhyming items. To extend this activity, you can provide an item that does not have a rhyming match and have your child draw a picture of something that would rhyme with it.

5. Practise Sequencing as a Pre Reading Skill

Practise sequencing with your child. Though you can buy sequencing cards, it's just as easy to print or make sets of them (and practise cutting at the same time). Once the cards have been sequenced, ask to hear the story that goes with them. It may not always be what you expect, but as long as the story and the pictures are in a sensible order, your child is learning that stories have a beginning, middle and end.

6. Telling Stories about Pictures



Encourage your child to tell you stories about random pictures. It doesn't matter whether you use a photo or an advertisement in a magazine, simply ask your child to tell you who the characters are, what they are doing and why they are doing it. Assure them that there is no right answer; it's a story from their imagination.

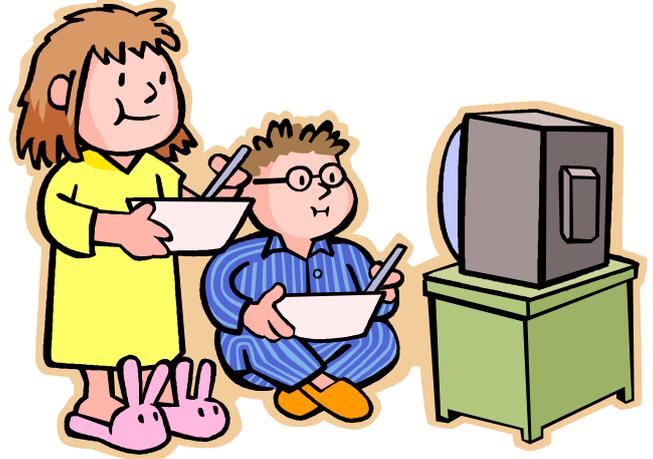
7. Sentence Strips and Common Words

Print the names of the common items of your home. Make two sets of these strips, taping one to the items and giving the other to your child to play with. Don't push your child to match the two sets; the idea is to get them familiar with the look of the words for common items, eventually making the connection on their own. It won't be long before he or she is showing you that they can recognise a set of words from seeing them around the house.

Making the most of television

Like adults, children sometimes feel tired or stressed and want to relax by watching television. Used in the right way, television can be beneficial. But too much can be harmful, so it's important to find the right balance.

- Try to limit your child's daily TV time to no more than half an hour for under-tuos and an hour for three to five-year-olds. This will give you time for important activities like playing.
- Always turn off the TV when no one is watching because constant background noise can distract you and your children from playing, listening and talking to each other.
- Try to limit your child's viewing to programmes that have been designed for their age-group.
- Allow your child to watch the same video or DVD again and again. This can be better than television as the repetition and familiarity of words and phrases make it easier for children to learn from them.
- Try to watch TV or videos together so you can talk about what happens.
- Don't put a television in your child's bedroom. This gives you less control over what and how much television they watch. If your child does have a TV in their room, make sure it is closely monitored.



A parent/carer guide to: Television

Too much television can affect your child's ability to talk, listen and concentrate. Watching TV involves one-way communication - your child is passive and can 'switch off' from what they are viewing. Two-way communication, on the other hand, where your child is interacting with somebody, requires them to listen and express themselves and helps to develop their communication and social skills.

For more information please visit

<http://www.readingforlife.org.uk/parents-guide-to-television/>

Homemade modelling dough Recipe



Modelling dough is a fun and enjoyable experience for young children. It is a material which they can mould into shapes, squash and squeeze. Playing with modelling dough can lead to improved arm and hand movements which is an important step that comes before writing. Modelling dough can also be used to model sharing and turn taking.

Here is a recipe that makes quick and easy modelling dough that you can make together with your child.

Recipe

- 2 cups of flour
- 1 cup of salt
- food colouring
- 2 cups of water
- 1 tbsp of oil
- 2 tbsps of cream of tartar



Method

Mix the above ingredients in a bowl, and stir adding in small amounts of water until it has been mixed in. Continue to add water until you get a dough consistency. Alternatively, you can mix this in a pan, on a low light, stirring constantly.

Store in an airtight container and enjoy smooth, malleable modelling dough for weeks.

Make your modelling dough more exciting.....

- For textured modelling dough, add some oats, dried lavender or herbs.
- Add a few drops of natural cooking essence like orange, peppermint or almond for a pleasant smell.
- If the kids manage to eat some, don't be alarmed, it won't hurt them, they'll just be very thirsty (due to the salt content)
- Once the modelling dough starts to smell rancid, dries out or gets very dirty, it's time to make another batch.

