

# Home School Partnership Evening

Nursery 2025 - 2026



# Staff in Nursery

| <b>Monday<br/>Tuesday</b>                          | <b>Wednesday</b>   | <b>Thursday<br/>Friday</b>                       |
|--|--|--|
| <b>Mrs Roberts<br/>Miss Buckles<br/>Mrs Towell</b> | <b>Mrs Roberts<br/>Ms Pearce<br/>Miss Buckles<br/>Mrs Towell</b> | <b>Ms Pearce<br/>Miss Buckles<br/>Mrs Towell</b> |

# Early Years Foundation Stage Curriculum

There are 7 areas of learning and development.

## Prime areas

**CL** – Communication and language

**PSED** – Personal, social and emotional development

**PD** – Physical development

## Specific areas

**L** – Literacy

**M** – Mathematics

**UW** – Understanding the world

**EAD** – Expressive arts and design

- The EYFS is a **play-based** framework that acknowledges that every child is unique and that they learn and develop at different rates and in different ways.
- The children are encouraged to **initiate** their own learning.
- Child's learning will be **supported** and **extended** by teachers
- There will be **challenges** per week where child's learning is **directed**.

# Themes for Nursery

| <b>Autumn</b>                   | <b>Spring</b>               | <b>Summer</b>            |
|---------------------------------|-----------------------------|--------------------------|
| <b>All About Me</b>             | <b>Time to Rhyme</b>        | <b>Traditional Tales</b> |
| <b>Colour</b>                   | <b>Moon and Stars</b>       | <b>Animals</b>           |
| <b>Our Senses</b>               | <b>Planting and Growing</b> | <b>Transport</b>         |
| <b>Seasons and Celebrations</b> |                             |                          |

# Notice Board

## Notice Board

- Updated weekly (dated)
- Please check

## **Library books**

- Bring back on a **Tuesday**
- Visit library on **Wednesday**.
- The children must return their books before new ones are issued.

# Personal, Social and Emotional Development

## Major focus for the year

### **Self-Regulation**

- Awareness of their feelings
- Understanding gradually how others might be feeling.
- Can take turns and share resources with support

### **Managing Self**













- Becoming more independent
- Follow rules and ways of sorting out conflict with adult support
- Choose appropriate ways to be assertive – sometimes with adult help
- Managing hygiene, toileting and simple dressing independently
- Making healthy choices about food, drink, activity and tooth brushing.

### **Building Relationships**

- Interaction with others – sharing, turn taking
- Learning how to be a good friend
- Learning how to resolve conflicts

# Zones of Regulation



| Blue Zone<br>tired, sad, sick or bored   | Green Zone<br>happy, calm, focused  | Yellow Zone<br>frustrated, worried, silly,<br>surprised                              | Red Zone<br>anger, aggression  |
|--|---|--|--|
|   |   |   |   |
|   |   |   |   |
|  |  |  |  |

# Communication and Language

This area is divided into:

- Listening, Attention and Understanding
- Speaking

We encourage the children to listen carefully and talk about what they hear, see and do.

We share books to help develop the children's vocabulary.

We encourage the children to speak confidently to adults and their peers.



# Class Bears

This is an important part of Early Years. The children love taking them home and sharing their experiences with their class.

Please take photos and record what you have done with the bear in the book provided.



# Physical Development

To prepare the children for mark making, it is important to build up their muscles.

- Need to develop their **gross** and **fine motor** skills
- **Gross motor skills** can be developed with – throwing, catching, big painting, climbing etc
- Collaborating with others to manage large items, e.g. moving a long plank.
- Developing strength through large movements; using brooms, pushing and pulling carts, big painting.
- Increasingly being able to use and remember sequences and patterns of movement.
- Know how to match their developing physical skills to tasks and activities within the setting.

# ***Fine motor skills***

- **Fine motor skills** can be developed with – using pegs, threading, picking up small objects, moving pieces on a board game and playing with small world toys.
- Using one-handed tools and equipment
- Using a **comfortable grip** with good control
- Showing a preference for a **dominant hand**
- Increasingly **independent** when dressing and undressing.





# Typical Development of Pencil Grasp in Children



10 months  
Pincer Grasp



12-15 months  
Palmar Supinate  
Grasp



2-3 years  
Digital Pronate  
Grasp



3-4 years  
Quadruped Grasp



5-6 years  
Tripod Grasp



# Early Mark Making

- It is a first step towards writing. Mark making in the early stages is closely linked to physical development.
- The more opportunities your child has to develop large and small movement in their arms, hands and fingers the easier it will be to make marks with a variety of tools.
  - Sand, mud, on paper, playdough, in the bath etc.
  - Sticks, pens, paintbrushes, pencils, cutters etc.
- The result will be circles, lines, drawings, letters, numbers, dots etc.
- **Support** their mark making with praise and interest. They will want to share what they have done with you.
- **All marks should be valued as a developmental step in their understanding of writing.**
- Encourage your child to hold a pencil with the correct grip.
- If children do show an interest in writing letters, please encourage them to use lower case rather than capital letters.

# How to support mark making



- Provide a range of tools that they can access independently. These should include:
  - a variety of paper – lined, plain, notebook, diary etc
  - a variety of mark making tools – pencils, pens, paintbrushes, twigs, feathers etc
- Give the children **time** to mark make, review, change and develop their ideas.
- Provide different **opportunities** for the children to mark make e.g. write a shopping list, card etc.
- **Model** writing at home.



# Reading

**It is very important at this stage that the children begin to “tune in” their eyes.**

- Encourage a love of reading – model and share.
- Be expressive and animated when reading stories.
- Talk about the **structure** of a story.
- Make up stories using story language e.g. Once upon a time.
- Picture books (no words) to support language development.
- Encourage children to spot things in the pictures.
- Reading environmental print, including logos.



# Reading books

## Books

- Develop a love of listening to stories and reading

### Reading for Pleasure.

- Children have access to high quality books both in class and in the library.

There are two types of reading book your child will access at home:

- **A Reading for Pleasure sharing book.**
- **A library book.**

Books must be returned before another can be borrowed.

- **Create a cosy reading space:**
- Read the books to or with them.
- Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, and explore the facts in a non-fiction book.
- **The main thing is that everyone has lots of fun!**



# Reading for Pleasure



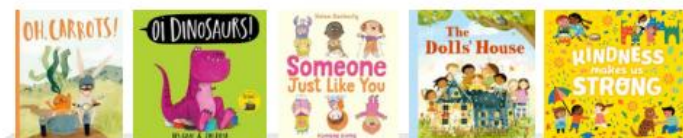
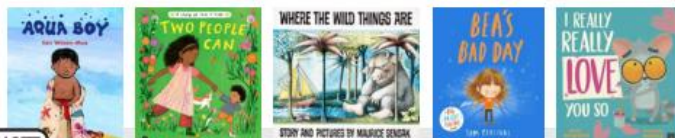
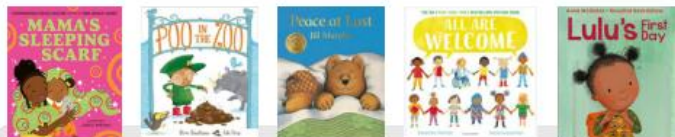
- Spend time together instilling/further developing a love of reading.
- Should be a special sharing time
  - extend your child's vocabulary
  - broaden their imagination
  - improve their comprehension skills.
- Donations from parents, children now have access to a wonderful stock of books in the Library.
- **Birthday Book Incentive**
  - improve our stock of books in the classrooms
  - greater access to a range of high quality books
- Continue to develop their class lending library this year.
- Links to recommended books for each year group on the class noticeboards for you to purchase as a gift for the class.
- Books are stamped and shared with class as a Reading for Pleasure book.
- Local library

# 50 recommended reads for Nursery

2025-2026 Booklist



50 Recommended Reads for...  
**Preschool & Nursery**  
(ages 3-4)



SCAN ME

Or visit [www.booksfortopics.com/preschool](http://www.booksfortopics.com/preschool)  
to find the online booklist, book pack, reviews and resources

Find booklists by age or topic at [booksfortopics.com](http://booksfortopics.com)

Books  
forTopics

# Phase One Phonics

It is very important at this stage that the children begin to “**tune in**” their **ears and communicate**.

## Letters and Sounds Phase 1

There are seven aspects and these are divided into three strands  
These encourage children to listen carefully and talk extensively about what they hear, see and do.

Activities within the seven aspects are designed to help children:

1. listen attentively;
2. enlarge their vocabulary;
3. speak confidently to adults and other children;
4. discriminate phonemes;
5. reproduce audibly the phonemes they hear, in order, all through the word;
6. use sound-talk to segment words into phonemes.

# This phase is divided into seven strands:

- ❑ **Aspect 1: Environmental Sounds** Children are exposed to a variety of sounds in the environment, being encouraged to copy them.
- ❑ **Aspect 2: Instrumental Sounds** Children are encouraged to listen to and make sounds using different instruments.
- ❑ **Aspect 3: Body Percussion** Children use their body to accompany songs and rhymes, for example by clapping and tapping.
- ❑ **Aspect 4: Rhythm and Rhyme** Children are exposed to a range of books and rhymes. Children are encouraged to join in with repeated refrains and rhymes.
- ❑ **Aspect 5: Alliteration** Children are encouraged to listen to initial sounds within words. They are asked to think of other words beginning with the same sound.
- ❑ **Aspect 6: Voice Sounds** Children are asked to create different mouth movements and say a range of sounds.
- ❑ **Aspect 7: Oral Blending and Segmenting:** This stage is vital before children are exposed to grapheme to phoneme correspondence (learning which letter represents each sound). It is all done orally and is to encourage children to hear the separate sounds within words.

# Number

**Developing a strong grounding in number is essential so that all children develop necessary building blocks to excel mathematically.**

- Encourage accurate counting with **1:1 correspondence**.
- **Repeating** the last number: knowing that the last number tells you how many there are.
- Encourage children to **move** objects into a **line**/put in a bowl or if they are counting pictures to cross them out as they count.
- **Finger numbers** up to 5.
- **Subitising**: fast recognition of up to 3 numbers. *What can you see? How do you see it?*
- **Linking numerals to amounts**
- **Solving real life problems with numbers up to 5.**
- Learning different number rhymes to support **more or less**.



# Subitising activity: 4 or not 4?



4 or not 4?



What do you see?

How do you see it?



# Shape, Space and Measure

- Find **shapes** in everyday objects e.g. clocks, windows, building bricks etc.
- Talk about and explore 2D and 3D shapes using mathematical language; e.g. sides, corners, straight, flat, round.
- **Positional Language**: children showing an understanding through words alone. E.g. The bag is under the table.
- **Describing routes and locations**, using words 'in front of' and 'behind'.
- **Making comparisons**: size, length, weight and capacity
- Talk about and identify patterns
- Begin to describe a sequence of events using words 'first', 'then' 'next'.



# Mathematics: Support at home

**Encourage the children to use and recognise numbers, shape and pattern whenever the opportunity arises.**

- Draw attention to numbers in the **environment** e.g. front doors, buses, and car registrations.
- Look out for patterns e.g. road markings, houses and signs.
- Find **shapes** in everyday objects e.g. clocks, windows, building bricks etc.
- Count as often as possible! e.g. buttons on their coat, apples into a basket, peas on the plate etc.
- Encourage accurate counting with **1:1 correspondence**.
- Model mathematical language.
- When cooking, encourage your child to use words to describe the sequence.

# Observation and Assessment

- **Nursery Baseline:**
  - PSED
  - Pencil Grip and mark making
  - Mathematics
- **Class attainment and progress tracked termly**
- **Observations** (recorded through Tapestry)
- **Teacher led groups**
- **Intervention groups across the year**
  - Speech and Language
  - Gross Motor
  - Fine Motor

# What is Tapestry?



- Tapestry is an online learning journal system
- There is an app and browser version available
- We can use it to record children's learning and development using tablet devices and PCs
- We will set you up as parents with your own secure logins so you can view, and add your own observations to your child's journal
- When your child leaves, we can export a PDF copy of your child's journal and a ZIP file including photos and videos for you
- If they move to another setting also using Tapestry, their journal can be transferred across as well as your account.

# How is the data kept safe?

- A password is required to access Tapestry - stronger the password, the more secure your account
- You are linked manually to your child/children so you can only view their observations
- We don't store any data entered onto Tapestry, they store it on secure cloud servers within the EU
- As the children work closely together, there will be times when an observation may include multiple children.
- The agreement you sign is to ensure every child's safety, so please be vigilant about sharing your child's Journal.
- Tapestry's developers and support personnel require our permission to access our Tapestry account
- For more information about Tapestry security you can go on their website <https://tapestry.info/security.html>



# When will we get started?

- Introductory letters, user guides and forms so you can grant your permission
- Please note that it's not possible for parents to both be set up using the same email address
- You will receive a link to set a password for yourself, remember to check your spam/junk folders for this.

# Parent Helpers

Disclosure & Barring Service (DBS) check must be done before you can help in school or come on trip.

If you would like to do this you need to take 3 pieces of ID to the office. It will cost £12 but lasts the whole time your child is in school

- Religious celebration or festival
- Book week - read a story to the class.
- It is essential if you volunteer to help in school that you adhere to the school's **confidentiality policy**.

# Parent Reps for PTA

- Each group has at least 1 person who represents their group at **PTA** meetings.
- Organise a class contact list and helpers for school events such as the School Fairs.
- If you are new to the school and feel that you would like to become involved please contact the PTA.

# Home School Communication Book

This will come home in their bag every day.

- It is intended as an extra means of **communication**.
  - It is useful for us to know significant things that may have happened at home that could affect the children's school day.
  - It could be a comment or question about something that has happened at school.



## Reminders.....

Please can you:

- ✓ Label **all** of the children's belongings.
- ✓ Bring a named bottle of **water** every day.
- ✓ **Adequate clothing** e.g. coats and jumpers.
- ✓ Occasionally bring a packet of plain bread sticks for the class to share.

**NB no sesame seeds or nuts. Thank you**

Thank  
you!

A colorful, hand-drawn illustration of the words "Thank you!" in a playful, stylized font. The letters are decorated with various patterns and colors. The word "Thank" is in orange, yellow, green, and purple. The word "you!" is in green, red, and blue. There are several colorful flowers (blue, pink, and purple) scattered around the text. The background is light blue.