

Chandlers Ridge Academy



Welcome to Nursery
Information for Parents

Chandlers Ridge Academy



School Routine

- **The door will be open from:**
- **Morning Session**
- 8:30am-8.40am for drop off
- 11.20am-11.30am for pick up

- **Afternoon Session**
- 12:30pm – 12:40pm for drop off
- 3:20pm – 3:30pm for pick up

- Parents are welcome to enter the cloakroom with their child to assist them with their belongings. Children then enter the nursery independently.
- Parents arrive at the nursery door and wait for their child to be called. Parents are again welcomed into the cloakroom to help their child.



Chandlers Ridge Academy



Uniform

A list of uniform is found in the our prospectus which was handed out to you during your initial visit. If you did not receive a copy and would like one please contact the school and we can arrange for you to get one.

tartan skirt or dress (optional)

grey skirt, pinafore or trousers

grey trousers/shorts

white polo shirt

red school logo cardigan or jumper

black shoes

- Uniforms can be obtained from Lollipops(more information on this is further on) or through the usually clothing shops for trousers/skirts etc.



School uniform supplier - Lollipops

- Chandlers Ridge use Lollipops to supply school uniform items.
- Their website is <https://lollipops-middlesbrough.co.uk/school-uniform/>
- They can also be contacted on info@lollipops-middlesbrough.co.uk or 01642 225827
- Items can also be bought through the usual clothing shops.



Intimate care

In Nursery children may need to be changed for a variety of reasons such as:

- They have wet/soiled themselves
- Sickness
- Messy play
- The weather
- Where a child is unable to independently clean themselves or dress themselves then a member of staff will support them.
- There is a question in the permission form which asks if you give permission for an adult to help change your child. If you don't agree and your child can't change themselves then we will phone parents/carers.
- In school we have spare clothes however we would ask that you send a change of clothes that can be kept in school on your child's peg.



Outdoors

- In Nursery we spend a lot of time in the outdoor area.
- Please can you ensure your child has an appropriate coat that is clearly labelled with their name.
- During the winter months if you would like to send wellies in for your child, these can also be kept on their peg. Please label each welly with your child's name.



What should my child bring to nursery each day?

- Coat
- A named bottle of water
- School will provide a piece of fruit and milk for your child everyday
- A change of clothes (this can be left on your child's peg)



The EYFS Curriculum

There are 3 prime areas:

- Communication and Language;
- Physical Development;
- Personal, Social and Emotional Development

and 4 specific areas:

- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design



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EYFS Development Matters 3 & 4-Year-Olds - Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Chandlers Ridge Academy



Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with *no pointing*.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.



Phonics

- We follow the Chandlers Ridge Phonics teaching sequence developed from guidance from the Letters and Sounds document written by the DfE.
- In Nursery we focus on Phase 1 which is fundamental to the early stages of reading. Before a child can begin to learn letter sounds there are 7 aspects that they need to be confidently doing before we move onto phase 2 (letter sounds). We have found that children learn their letter sounds quicker and retain them better if they have a good understanding of phase 1.
- Once your child is confidently showing they can do all the aspects of phase 1 then we will move onto phase 2. For some children that might be whilst in nursery for others it will be in Reception.

Chandlers Ridge Academy



Preschool and nursery phonics focus on pre-reading skills. These are speaking and listening skills, being able to distinguish the sounds they hear, patterns of speech, and sounds of speech. Phase 1 of the phonics programme is split into seven aspects; each builds on the previous aspect.

This guide introduces the first aspect of Phase 1 Phonics: Environmental Sounds.

Listening to environmental sounds can be practised very easily through day-to-day activities and you don't need any special equipment - just your ears. At home, the doorbell rings, the dishwasher beeps and the letterbox flaps open and shut. Talk to your child about what you can hear. Let them know when there is a sound. Did they hear it too?

Nurseries, preschools and childminders will take children on listening walks. The children are each given a beater or drumstick and they investigate the different sounds that are made when objects are hit, e.g. a wooden fence or a metal gate, a wall or a tree. The children are encouraged to listen very carefully to the differences in the sounds they hear.

This aspect of phonics and the listening and hearing activities are very useful for identifying whether your child can hear a full range of sounds. Can they hear the same things you can hear? Can they hear things as clearly as you can? Speak to your GP or health visitor if you have any concerns about your child's hearing and they can arrange for a hearing test for them.

Children learn to tune their listening into the wider world around them.

You can start this part of phonics as soon as your child has an understanding of language and questions (from as early as 18 months old).

When you are out and about, listen to the different sounds that cars, vans, and lorries make. Listen out for trains, dogs, and sirens. Listen to the different bird songs and the snap of twigs in the woods. Talk to your child about what you can hear.

This guide introduces the second aspect of Phase 1 Phonics: Instrumental Sounds.

Children learn to tune their listening into musical sounds, through listening to music and playing with musical instruments. This aspect focuses on recognised musical instruments, rather than home-made instruments.

Have musical instruments at home for your children to play with, such as: drums, tambourines, maracas or recorders. Spend time playing music with them. Play inside/outside, play loudly/quietly and sing along to the music at the same time. Have fun exploring all the possibilities of playing music together.

When you are out and about, listen to the different music played in shops, watch buskers play and visit music shops to show your child the instruments. You could even attend concerts and shows at your local theatre; there are often performances - especially for preschool children.

Sound bingo games are available to buy or download, where children listen to instrumental sounds and match them to images on their game board.

You can start this part of phonics as soon as your baby is born. Play music of different styles and genres at home or during car journeys, music that reflects moods, classical music, world music, modern music - make music a part of your life.

Nurseries, preschools and childminders will have musical instruments available for the children to play with and explore. Children usually take part in group sessions led by adults where the children are encouraged to play an instrument to a regular beat. They will play games where they match the sound to instruments.

Chandlers Ridge Academy



This guide introduces the third aspect of Phase 1 Phonics: Body Percussion

Children learn to use their bodies to create sounds. This aspect focuses on making sounds with your body rather than your voice by clapping, stomping, patting, rubbing and clicking fingers.

At nurseries, preschools and childminders, the children will usually take part in group sessions led by adults, where the children sing songs involving body percussion and are encouraged to copy rhythmic patterns, such as: clap, clap, stamp, thigh pat.

This aspect of phonics is also great for developing coordination of the whole body. Encourage cross body movements, such as using your right hand to pat your left thigh and your left hand to pat your right shoulder.



Sing well-known nursery rhymes together, such as, 'Wind the Bobbin Up' and 'If You're Happy and You Know It'. As a nice way to begin, use your hands to clap to the rhythm.

Play children's songs in the car that involve actions and clapping.

With your child, clap, pat and stamp to music, encouraging them to keep to a regular beat. Make up repeating patterns of movements to the music.

This guide introduces the fourth aspect of Phase 1 Phonics: Rhythm and Rhyme.

Children learn to hear patterns in speech. They learn to tune into words that may start with different sounds but end with the same sounds. They are pleasing to the ear and fun to repeat.

You can start when your child is very young, by reading illustrated rhyming stories with your child. Very young children will respond to the pattern of speech, while older preschoolers will learn to anticipate the next rhyming word. Try to make it a cosy 1-1 time with no distractions.

Make rhyming a part of your everyday life. If a drink is spilt, say, "Spillage in the village," for instance, or when it's time to go out, hold up shoes and say, "Whose shoes?". Sing songs and nursery rhymes with your child (play them in the car when you are out and about).



At nurseries, preschools and childminders, the children will usually sit for story times, where they are encouraged to take part and predict the next rhyming words in stories they have heard before and can recall. They may also play rhyming word bingo and 'odd one out' games, where they identify the object that doesn't rhyme.

Visit your local library and look for songs and rhymes, then take time to read some in the library and choose some to take home too.

Chandlers Ridge Academy



This guide introduces the fifth aspect of Phase 1 Phonics: Alliteration.

Before your child can learn individual letter sounds, they will learn to hear letter sounds in speech. They learn to tune into words that may start with the same sounds but end with different sounds. These 'initial sounds' are more difficult to tune into, compared to rhyming words, but when children get the hang of it, there is lots of fun to be had finding real words and making up nonsense words.

Some sounds we say are made up of two letters, e.g. the 'sh' sound in 'shoe'. Use the 'sh' sound rather than 's' and 'h' when playing with your child. This is the same for the 'ch' and 'th' sounds too. Later, in Phase 2 phonics, your child will learn these as 'digraphs'.

At nurseries, preschools and childminders, the children will usually play small group games with an adult, focusing on certain initial sounds. Some settings may have a sound of the week, while others may follow sounds related to specific interests of the children.

When you start thinking about initial sounds in words with your child, try to think of how the letter sounds when you say it in the word. For example, the word 'pea' has a very short 'p' sound not a 'p-uh' sound.

In everyday life, repeat the initial sound in the names of objects your child has been asked to find. E.g. "Can you find your g-g-g-gloves?" Encourage your child to say the sounds back to you.

Play 'I spy' with letter sounds (rather than letter names).

This guide introduces the sixth aspect of Phase 1 Phonics: Voice Sounds.

The previous aspects of Phase 1 phonics have focused on listening skills. Of course, children are always encouraged to use their language by singing, repeating, rhyming and speaking, but it is this aspect that focuses on making specific sounds with your voice.

Rather than making specific letter sounds, first, involve your child in using their voice to make sounds that copy the environmental sounds they hear. Try chugging trains, car sounds, ticking clocks, animal sounds, plops and whooshes.

Have a hand-held mirror, or one mounted at your child's height. You may even have mirrored wardrobes that you can stand in front of so they can see their faces as they make the sounds.

If your child is having difficulty making a variety of voice sounds, their speech is not clear, or if the sounds your child is making are distinctly different from the sound they think they are making, speak to your Health Visitor or your child's Key Person in their childcare setting. They will be able to advise you of the specific needs for your child and whether to recommend a course of speech and language therapy.

Next, try the sounds we make that are responses to things, rather than words, such as, 'ooh' or 'ahh'. Join in together making these sounds.

Use voice sounds in everyday life. Together, copy the sounds you hear when you are out and about.

At nurseries, preschools and childminders, the children will usually develop voice sounds during every session, through play. Small world train sets and car garages, doll's house play set-ups, and role-playing set-ups all encourage children to add their own sound effects. Children are also encouraged to speak and use their voices when adults and children are speaking together 1-1 or in



Chandlers Ridge Academy



This guide introduces the seventh and final aspect of Phase 1 Phonics: Oral Blending and Segmenting

Simply put, children learn to break up spoken words into syllables. This builds on all of the previous Phase 1 aspects: recognising rhythm, rhyming, hearing initial sounds and making voice sounds.

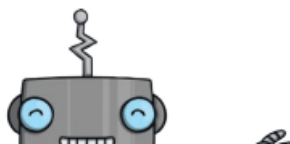
These segmenting and blending skills are really easy to develop through everyday life. Break the words you say up into distinct syllables. Say "Dinn-er time" or "Ti-dy up time," for instance. When your child has mastered this, break down some words further, e.g. "Your jumper is r-e-d." or "Can you put you sh-oes in the b-o-x?" Always remember to use the letter sounds rather than the letter names.

Once your child has mastered all seven aspects of Phase 1 phonics, they will be ready to begin Phase 2, where they will begin to learn written letters, their sounds and to read and spell three-letter words. There is no rush to complete Phase 1 - some children will be five and in full-time school before all of these skills are mastered. These skills form the basis for your child's reading and writing skills - the stronger their skills in this aspect of the phonics programme, the easier they will find the next phases.

The first skill your child will need to learn is to hear the syllables in words. You can help your child by clapping or stamping to the rhythm of the spoken words - one clap per syllable.

Pretend to be a robot!

At nurseries and preschools and with childminders, the children will usually develop and practise this through their own play and in the everyday language practitioners use. They may also carry out small-group activities and will always be supported and encouraged by adults who are knowledgeable about your child's development.





Observation and Assessment

- The children are continuously assessed through observations from members of staff.
- The EYFS Curriculum is broken into 17 areas of learning.
- At the end of Nursery the children will be assessed against the Early Learning Goals in all 17 areas.
- We send observations and photographs of the learning that your child has achieved through an online learning platform called Tapestry.



Tapestry

- Tapestry allows school to add photos and messages for parents to access.
- A letter is included in the pack with more details about Tapestry.
- Please fill out the form and once Nursery have the details you will be added to Tapestry.
- You will receive an email from Tapestry asking you to activate your account.



Communication with parents...

- We have a number of ways to communicate with you:
- School Website – www.chandlersridge.org.uk
- Weekly e newsletter – This contains lots of important information and dates as well as a weekly round up of what has happened in school that week. To sign up use this link <https://chandlersridge.org.uk/sign-up-for-the-e-newsletter/> The newsletter also comes via Parentmail, which is the whole school communication channel. There is an app and most of you will already have this from your time in Nursery. If not, this will be set up when your child starts school.
- Tapestry
- If you are concerned at any time about anything, please inform the member of staff on the door.
- If we have any concerns about your child then we will discuss these with you as they occur.



Questions or queries

- If you have any questions or queries please get in touch.
- crnursery@chandlersridge.org.uk
- 01642 312741

Thank you

Nursery Team