



Inspire Nurture Challenge

# Welcome to Nursery



Ms McDonagh-Londy  
Miss Black  
Miss Williams



# Agenda

- 1) Vision and Values
- 2) School Rules
- 3) Our Curriculum
- 4) Our Timetable
- 5) Uniform
- 6) Story Books
- 7) Parent Communication
- 8) How you can help your child

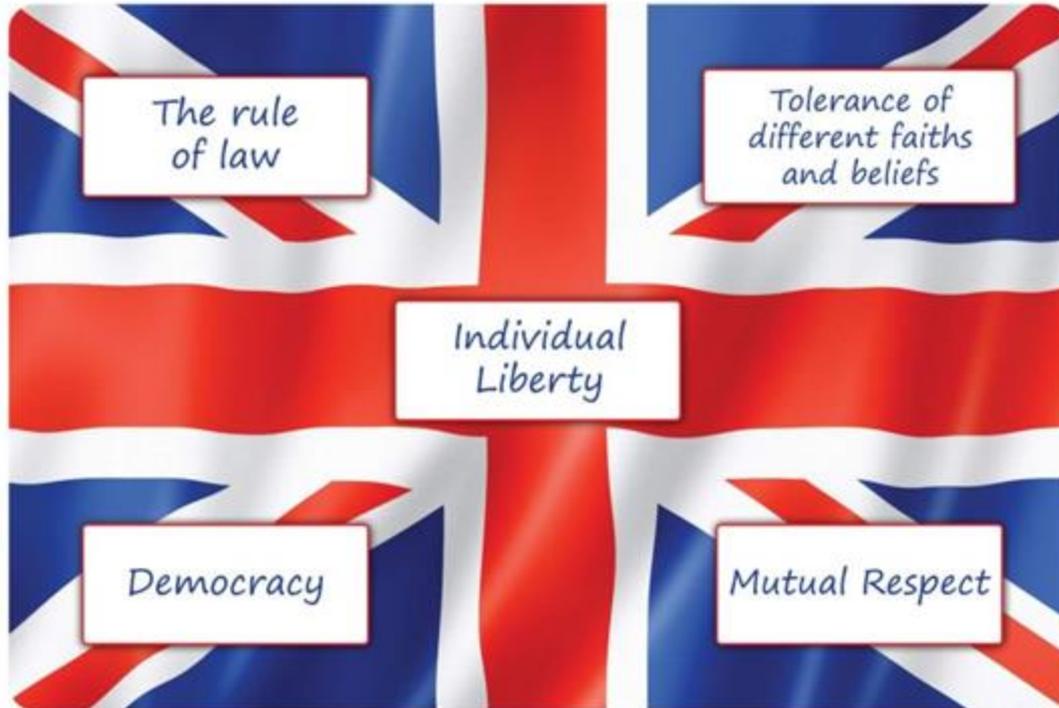


# Our Vision

- At Greenside, we proudly inspire, nurture and challenge our pupils through an innovative learning model of film, food and fun. Our rich, diverse curriculum enables our pupils to express themselves as creative, independent and resilient learners.
- Our aim is for all pupils to be 'World Ready' and 'Test Ready' throughout their time with us. This is achieved through experiential learning, hands-on learning, where pupils are given opportunities to develop, grow and deepen their knowledge and understanding of the world of the world.



# British Values



*The rule  
of law*

*Tolerance of  
different faiths  
and beliefs*

*Individual  
Liberty*

*Democracy*

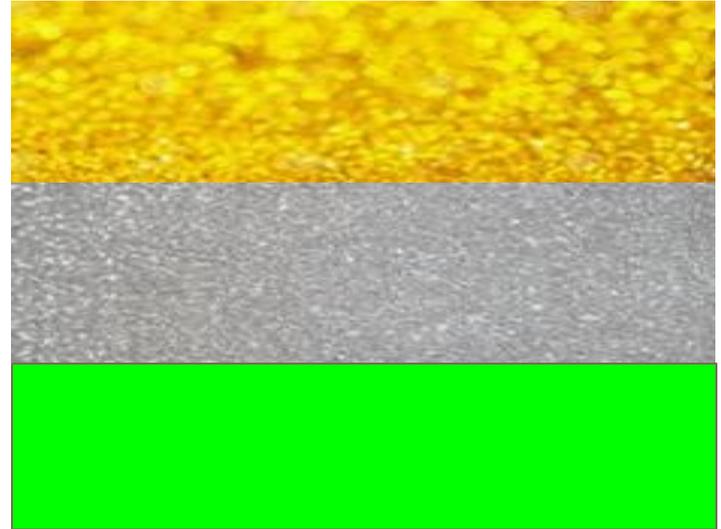
*Mutual Respect*



# Our School Rules

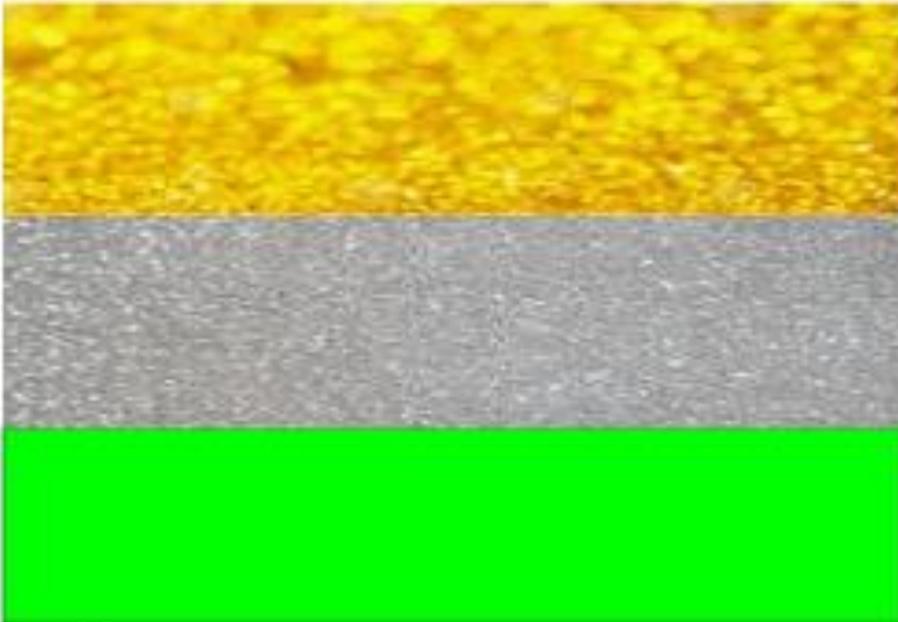
At Greenside, we expect everyone to:

- Be Kind
- Be Ready
- Be Respectful
- Be Safe





# Our School Rules



Going the extra mile

Above and beyond expectations in work and behaviour  
Extreme effort and hard work

Taking responsibility for yourself and your actions

An exceptional piece of work  
Showing effort and improving work or behaviour

Following the school rules

Working hard  
Showing the Greenside values



# Home School Agreement

When a child has been allocated a place at Greenside Primary School, the child and parents are required to read and sign our Home-School Agreement. This agreement lists our responsibilities and expectations so we can work in cooperation to secure the best outcomes for your child.

## All children at Greenside Primary School are expected to:

- Respect and uphold fundamental British Values and the Greenside Primary School values: to be kind, respectful, safe, make a difference, and to forgive.
- Work hard, inspired by our teachers, to achieve their full potential.
- Behave in an orderly and calm manner, respecting others' rights to learn.
- Listen carefully and follow instructions from all adults working in the school.
- Take responsibility for their own actions.
- Be honest and truthful and apologise if necessary.

## All staff at Greenside Primary School have a responsibility to:

- Actively promote and uphold fundamental British Values and the school values: to be kind, respectful, safe, make a difference, and to forgive.
- Ensure children are safe and provide a nurturing environment for learning.
- Treat each child fairly, challenging them to reach new heights.
- Provide challenging, interesting, and enjoyable lessons that inspire curiosity.
- Praise children's efforts and achievements, nurturing their confidence.
- Help each child do their very best, supporting them through challenges.
- Talk calmly to children and not shout, nurturing positive behaviour.
- Listen to problems and help resolve them as soon as possible, nurturing a supportive atmosphere.
- Help children to behave appropriately, challenging them to grow.

## Parents' and Carers' responsibilities are to:

- Work in partnership with the school to promote and uphold fundamental British Values and the school values: to be kind, respectful, safe, make a difference, and to forgive.
- Work in partnership with the school to ensure that individual pupil targets and programmes of support are fully implemented.
- Ensure that their child/children make the best choices possible.
- Praise their child/children's efforts and achievements, nurturing their development.
- Encourage their children to sort out difficulties without fighting or hurting others' feelings.

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# Our Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Topic	Me and my Community	Reach for the Stars	Under the Sea	The Blossoming Natural World	Minibeasts	Food, Glorious Food
Main and secondary topics	People who help us All about me	Space Dinosaurs	Under the Sea Environment	Plants/growing Seasons	Minibeasts Habitats	Food Farms
Reception Role play ideas	Home corner/ Hospital/ Police	Spaceship/ Santa's workshop	Aquarium/ Recycling centre	Garden centre and coffee shop mix	Home corner/ Minibeast laboratory	Market shop/ home corner
Key Skills/ Characteristics of Effective Learning	To develop close relationships with caregivers.  To develop an ability to soothe themselves when upset, share and play with others, and listen and follow directions.	To develop critical thinking skills  To remember known facts, such as planets and stars.	To develop problem-solving skills  To identify the importance of Coral Reefs  To identify ocean diversity across the World  Understand the life cycle of a plant and an animal.  Understand the importance of respecting and caring for the living things.	To explore and investigate their local environment (concerning plants, seasonal changes and local wildlife).	To explore investigate and make examine their local environment (with a focus on minibeasts)  To care for living things and our environment  To use their senses to describe what they see, feel and hear outside.  To develop their understanding and	To develop creativity  To understand the importance of cleanliness and safety with a variety of tools when cooking  To work as a team, assigning different roles  To share different resources



# Our Curriculum

<p>Literacy</p>	<p>Children must develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
<p>Key Written Language</p>	<p><b>Nursery:</b> Me, vet, bus, 999, (initial sounds)</p> <p><b>Reception:</b> Mum, dad, me, help, vet, pet, bus, 999, doc, job</p>	<p><b>Nursery:</b> Mars, sun, hot, Planet, (initial sounds)</p> <p><b>Reception:</b> Sun, rocket, hot, cold, star, planet</p>	<p><b>Nursery:</b> Sea, fin, net, big, coral, turtle, whale (initial sounds)</p> <p><b>Reception:</b> fish, crab, sand, eel, shark, ship, rock, shell, deep, sink</p>	<p><b>Nursery:</b> Tree, sun, leaf, water, root (initial sounds)</p> <p><b>Reception:</b> Seed, plant, sun, tree, root, stem, petal, grow, flower</p>	<p><b>Nursery:</b> Bug, leg, bee, slug, ant, fly (and initial sounds)</p> <p><b>Reception:</b> Bug, leg, bee, slug, ant, fly, wing, leaf, nectar, mud</p>	<p><b>Nursery:</b> rat, pig, hot, pan, cut, farm (and initial sounds)</p> <p><b>Reception:</b> food, chef, chop, cook, shop, eat, market, farm</p>
<p>Core Texts</p>	<p>Doc McStuffins Police Officers on Patrol &amp; Fire fighters Vets Happy in our Skin Measuring Me!</p>	<p>Boy + Bot Man on the Moon Aliens Love Underpants Astro Girl Zim Zam Zoom The Way Back Home</p>	<p>Save the Ocean The Rainbow Fish Somebody Swallowed Stanley The Whale in a Fishbowl Please Mr Magic Fish!</p>	<p>Percy the Park Keeper Owl Babies Stick Man The Tiny Seed Eco Girl Errol's Garden The Tree</p>	<p>Bee my Friend The Bad Tempered Ladybird The Very Hungry Caterpillar Ben Plants a Butterfly Garden Snail Trail</p>	<p>Farmer Duck Handa's Surprise The Shopping Basket The World Came to my Place Oliver's Vegetables To Market! to Market!</p>



# Our Curriculum

Core Film	The Magic School Bus	WALL-E	Moana	The Lorax	A Bug's Life	Ratatouille
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.					
	Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D Shapes		To 20 and beyond How many more? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections		
Communication and Language	Developing good communication and language is a vital part of human connection. Language allows us to share our ideas, thoughts, and feelings with others, and it is essential we facilitate, scaffold and plan the opportunities for our students in EYFS to develop good communication and language. Children should be able to converse with their friends, with growing awareness of how to listen to one another within an exchange, focus for short periods of time in a group and whole class scenario and have a growing and varied vocabulary.					
Key Spoken Language	<b>Nursery:</b> Family, community, Police, Doctor, help, map, vet, London, firefighter  <b>Reception:</b> Family terms, town, city, country, job titles, body parts	<b>Nursery:</b> Planets, solar system, Earth, stars, robot, Dinosaurs  <b>Reception:</b> Planets, solar system, star, astronaut, alien	<b>Nursery:</b> Ocean, Coral reef, captivity, pollution, water, ecosystem, sea creatures  <b>Reception:</b> Ocean, pollution, living, environment, shallow, rock pool	<b>Nursery:</b> Growth, decay, oxygen, leaves, stem, root, trunk, bark  <b>Reception:</b> Growth, flower parts, life cycle, seed, bulb, seasons	<b>Nursery:</b> Minibeast, wing, leaf, antenna, soil  <b>Reception:</b> Minibeast, wing, leaf, antenna, soil, Earth, habitat, nectar, flower	<b>Nursery:</b> France, Paris, chef, cook, ingredients, food, Africa, hygiene  <b>Reception:</b> France, Paris, chef, cook, ingredients, food, Africa, hygiene



# Our Curriculum

Understanding the World	<p><b>Nursery</b> Learning about where we live in our local communities Exploring differences between different communities and cultures Going on Nature walks</p>	<p><b>Nursery</b> Introducing technology into learning (interactive whiteboards, phones, ipads) Space exploration Using telescopes to gaze at our Solar System Planetarium visit</p>	<p><b>Nursery</b> Compare different sea modes of transport Researching sea creatures Looking at roles of sea related people Look at the sea on a Map</p>	<p><b>Nursery</b> Identify and name a variety of everyday materials Explore the parts of a flower Identify common flowers and trees Exploring the importance of trees</p>	<p><b>Nursery</b> Identify the life cycle of a Butterfly Identify a range of minibeasts Go on a Minibeast Hunt Explore different habitats</p>	<p><b>Nursery</b> Identify differences between fruit and vegetables Name foods Categorise healthy and unhealthy foods Farm Visit</p>
Science	<p>Weather Observations</p> <p><b>Developing Experts:</b> Our Body</p>	<p>Galaxy Playdough Constellation Art</p> <p><b>Developing Experts:</b> Space</p>	<p>Habitat Sorting Sink or float</p> <p><b>Developing Experts:</b> Weather and Seasons</p>	<p>Parts of a tree, and plants Plant identification</p> <p><b>Developing Experts:</b> Plants</p>	<p>Life cycles Minibeast hunt</p> <p><b>Developing Experts:</b> Insects and Vertebrates</p>	<p>Cooking Planting seeds Taste testing</p> <p><b>Developing Experts:</b> Food</p>
Geography	<p>Cultural celebrations Looking at community helpers Community walks</p>	<p>Rockets and Astronauts Planets in our solar system Day and night</p>	<p>The importance of Oceans Oceans animals Marine life Naming the different Oceans</p>	<p>Trees contribution to the World Different types of Trees and Flowers Life cycles</p>	<p>Minibeast habitats Importance of Minibeasts Adaptation &amp; diversity of Minibeasts</p>	<p>How food is grown Where food comes from Differences between fruit and vegetable Different types of Farms Animal produce</p>
History	<p>How we have grown When places in our</p>	<p>First moon landing Significant</p>	<p>Explorers who sailed the Sea</p>	<p>Trees use throughout History</p>	<p>Evolution of different Minibeasts</p>	<p>Agriculture How people used to</p>



# Our Curriculum

Music	Exploring Sounds	Singing	Rain Shakers	Rhythm	Dance	Drums
Religious Education	Religions, traditions and festivals	Festivals of light, Community & giving	Celebrating new beginnings Seasonal changes	Symbols of Spring across different religions Acts of kindness	Exploring nature through different regions	Comparing Africa and UK
Expressive Arts and Design	The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. Children should be able to express themselves through different creative mediums and approaches with growing confidence and skill.					
DT		Food: Spreading		Structures: Lego		Textiles: Weaving



# School Day

	8:40am	9am	9:10am	9:30am	10am	10:10am	11.15am	11.30am	11:45am	12:55pm	1:00pm	1:10pm	2.45pm	3:00pm	
Mon	Soft start	Register Phonics	Carpet Time	Free Flow	AD - Maths	Free flow and AD task	AD - literacy	Tidy Up and Lunch	Lunch	Tidy up outside	Mindfulness Bubble Meditation	Carpet Time  Free Flow	My Happy Mind	Ready for home time  Story	
Tues	Soft start	Register Phonics	Carpet Time	Free Fow	AD - Understan ding of the World		PE	Free flow and AD task	Tidy Up and Lunch		Lunch	Mindfulness Bubble Meditation	Carpet Time  Free Flow	Jigsaw <u>PHSE</u>	Ready for home time  Story
Wed	Soft start	Register Phonics	Carpet Time	Free Flow	AD - Literacy		Free flow and AD task	AD - maths	Tidy Up and Lunch		Lunch	Mindfulness Bubble Meditation	Carpet Time  Free Flow	Tidy up	Ready for home time  Story
Thurs	Soft start	Register Phonics	Carpet Time	Free Flow	AD - maths		Free flow and AD task	AD - Literacy	Tidy Up and Lunch		Lunch	Mindfulness Bubble Meditation	Carpet Time  Free Flow	Tidy up	Ready for home time  Story
Fri	Soft start	Register Phonics	Carpet Time	Free Flow	AD - Literacy		Free flow and AD task	AD - maths	Tidy Up and Lunch		Lunch	Mindfulness Bubble Meditation	Carpet Time  Free Flow	Tidy up	Ready for home time  Story



# PE

- We have PE on a Tuesday.
- Pupils are expected to wear suitable clothes on a PE Days. Pupils are expected to wear trainers and socks.





# School Uniform

In Nursery, children are not required to wear a school uniform. It is optional. However, if you would like your child to wear a uniform then:

- Our uniform consists of:
  - A Greenside School sweatshirt
  - A Greenside School polo shirt
  - Black or dark grey skirt
  - Green summer dress (for the warmer months)
  - Black or dark grey trousers or long shorts
  - Black, grey or plain white socks
  - Black or green tights

[https://www.stitchdesign.co.uk/uniform/Greenside\\_Primary\\_School\\_W12\\_9PT](https://www.stitchdesign.co.uk/uniform/Greenside_Primary_School_W12_9PT)



# Homework

- Children in Nursery will receive a reading book folder containing a Yellow Reading Book Recorder, and a picture book.
- Book bags will be handed out every Wednesday.
- These books will be changed weekly if brought back.
- Please hand the folders back to the class teacher every Monday / Tuesday.
- The books are for parents/ members to read to your child.



# Phonics

- Phonics is taught daily and we follow the Little Wandle scheme.
- Phonics will start in Autumn 2 term.





# How can you help your child at home?

- Ensure your child has the best possible attendance at school.
- Support your child with any tasks.
- Read with your child. Allow them to hear you read.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the characters, the plot, the key events).



# Parent Communication

- We use Class Dojo to communicate with you throughout the year and send you reminders about school events, trips and school closures.
- Reminder class dojo has quiet hours. Please expect a response outside of these hours.

**Please note, if you have a concern about your child your first point of contact is the class teacher.**





# Parent Communication

[HOME](#) → [NEWS & EVENTS](#) → [CALENDAR](#)

## Calendar

September 2024

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Mon	Tue	Wed	Thu	Fri	Sat	Sun
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Parent Coffee Mo...	17	18 Jeans for Genes D... Year 4,5 and 6 Tra...	19 Meet the Teacher ...	20 National Fitness ...	21	22
23	24	25 Year 4 Class Asse...	26 Macmillan Coffe...	27	28	29
30	1 Black History Month	2	3 International Poe...	4	5	6



# Sickness and Absence

## Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

There are government guidelines for schools and nurseries about [health protection and managing specific infectious diseases at GOV.UK](#). These say when children should be kept off school and when they shouldn't.

If you do keep your child at home, it's important to phone the school or nursery on the first day. Let them know that your child won't be in and give them the reason.

If your child is well enough to go to school but has an infection that could be passed on, such as a cold sore or head lice, let their teacher know.

## What to do about other conditions

### High temperature

If your child has a [high temperature](#), keep them off school until it goes away.



# Attendance

- Please be at school for 8.40am.
- Learning starts at 9am.
- **Please don't be late as this leaves the child unsettled.**
- **We want the best start to every day.**

**The school target is 96%**

