

Expectations of your child in pre-school

- Wear the yellow uniform with Ladybird logo (polo shirt and sweatshirt)
- Follow a direct instruction
- Listen to adults/children and respond (now maximum ratio of 1:8)
- Take turns in conversation
- Put up hand to answer questions in whole group situation
- Be attentive in teacher led carpet session of about 10 minutes
- Choose activities independently
- Walk not run inside
- Use toilet (wipe their own bottom)/wash hands independently
- Work in a small and large group
- Take turns and share
- Put on and take off own coats/wellies/shoes/jumpers themselves
- Sit on carpet cross legged with arms folded
- Hold hands with another child to go on the 'walk'
- Put water bottle/lunch box/book bag away by themselves
- Play co-operatively with others and begin to form friendships
- Persevere with tasks
- To feel challenged and develop the confidence to 'have a go'
- To feel pride in their achievements and communicate this to others
- Complete and reflect upon adult led tasks
- To have sufficient confidence to take 'risks' in their learning
- Take part in small group ipad/tablet and library book time
- Take part in circle time/musical movement
- Pour own drinks from a jug and cut fruit at snack time with child safe knife
- Attempt to open plastic lunch box lids, cling film over food etc
- Say 'please' and 'thank you'
- Remember their own colour group
- Bring in their book bag on the correct day – Green: Tues, Blue: Wed, Yellow: Thur

Daily routine

8.00-9.15 am	Breakfast Session (arrive before 8.40am if you require breakfast)
9.15 am	Educational session Registration, calendar, visual timetable Maths or phonic teaching point for whole class
9.30 am	Planned 'choosing' activities (led by staff) interspersed with free play (inside and outside).
10.15am	Rolling healthy snack begins (children choose if and when they have snack).
10.55 am	Tidy up
11.00 am	Plenary to review the morning's activities
11.05 am	Music/Physical play/Computer and library group time Mon - Thurs Circle time/singing with piano/keyboard Friday
11.30 am	Pre School go for a walk in park or immediate locality
12.00 pm	Story/singing/rhymes
12.15 pm	Pre School parents/carers can collect children and feedback given
12.15–12.50 pm	Pre School Lunch (provided from home)
12.50pm	Pre-school parents pick up and feedback given
1.00 pm	'Forest school' session Pre School children spend most of the afternoon in the surroundings of Highfield Park engaged in forest school type activities
2.30pm	Snack provided outside
3.15pm	Return to nursery for free play
3.30 - 4pm	Parents/carers collect children and feedback given
4pm	Physical activities
4.00 - 6pm	Teatime Session A chance to relax, play with friends, and eat a snack/hot tea (provided from home).

Supporting language at home

- Play turn taking games and games like 'I Spy'
- Sing songs and rhymes together
- Experience the real world. Point out things in the environment, don't just give an ipad/phone
- Read to your child every night and let them see you reading eg newspaper, recipes
- Visit the library and borrow books
- Encourage your child to follow an instruction the first time.
- Encourage imaginative play using small world characters eg with dolls house, animals and farm sets, trains and track, lego figures where adult joins in/leads
- Look at environmental print eg recognising a carrier bag from 'Morrisons'
- Encourage your child to write their names on birthday/Christmas cards that they have made.
- Only capital letter is their initial one. Use the handwriting sheet for correct letter formation
- Talk to your child about their day at Nursery and don't worry when they say 'nothing' or 'just played'. You may well get this answer for many years to come!

Books and Reading:

Every week your child brings in their book bag and selects a book from the class library (to be returned the following week on the same day).

Prompts you could use include:

- Look at the pictures encourage them to point to specific objects/colours/characters.
- Read the story run your finger over the text.
- Did you like the story?
- Who was your favourite character?
- Can you think of a different ending?
- How did the story make you feel?
- Can you point to the title?



As the year progresses the children have individual phonic cards (approximately 2 per week) to reinforce the sounds learnt in class. It is useful for parents to learn the actions to go with the sounds. There are lots of extension activities you can do with these sound cards eg visually matching sounds, you say the sound they pick it out and blending individual sounds to make simple consonant/vowel/consonant words eg m-a-t = 'mat'. Ask us for further ideas and games.

Supporting maths at home

- Count real objects eg leaves, conkers, feathers, which group has more/less?
- Note the number on your front door (and your neighbours) and car registration plates
- Help to set the table – match the knives to the forks/chopsticks etc and count out the correct number
- Set up a tea party for your teddies. Ensure there is a cup and plate for each. Can the food be shared out fairly?
- Match pairs of shoes/socks
- Recognise colours and shapes in the environment – go on a colour/shape hunt together
- Practice drawing a triangle, square, circle and rectangle using a large brush dipped in water on your fence/patio/pavement or with a stick in the mud. Count the number of corners (if any) each shape has
- Examine the grocery cupboard for 3d shapes eg cylinder (tins of beans), cuboid (packet of cornflakes) – can they roll or slide down a slope? What is special about a cylinder?
- Cook together – talk about how many spoons you need/ weigh ingredients etc
- Fill containers in the bath - use language such as full, half empty, overflowing etc
- Compare size of feet/ hands
- Use stories to generate mathematical discussions eg Goldilocks and the 3 Bears (size), Little Red Hen (sequencing)
- Keep a height chart
- Make patterns that repeat eg blue car, red car, red car, blue car, red car what comes next
- Make symmetrical pictures by folding a piece of paper in half and covering one half in glue/collage/paint then press it together to make a print

General ideas to support your child

- Build in sufficient time to allow your child to put on own shoes/coats and attempt fastenings
- Sew on a loop to your child's coat & sweatshirt to make it easier for them to hang it up
- Don't buy shoes with laces (until they are old enough to do them up themselves)
- Celebrate work that has come home from nursery – let them explain what they have done/made
- Put your phone away and listen to your child giving them eye contact
- Explain exactly how your child should wipe their bottom. Don't do it for them but check when they have attempted it themselves
- Raise early awareness of e safety -explain your child must tell you if something 'pops up' on their device that they don't like
- Follow the suggested activities we outline in the newsletter – these need to be primarily carried out by your child with your support and encouragement

Useful links

A useful video showing how to pronounce each sound

<http://www.youtube.com/watch?v=lwJx1NSineE&feature=youtu.be>

'What to Expect When' – this is a parent friendly document detailing the key milestones between ages 0 – 5 years

https://www.foundationyears.org.uk/files/2015/03/4Children_ParentsGuide_2015_WEB.pdf

For more curriculum information, developmental leaflets on a range of subjects, recipe ideas and general information

www.ladybirdsnursery.com