

Hecklegirth Nursery August 2017

Early Learning and Childcare



Welcome to Hecklegirth Nursery. We look forward to a busy year which, hopefully, will be a happy experience for you and your children. We would remind you that morning sessions have a soft start (8.45-9.10) and children finish at 11.55. We ask that children are collected promptly to allow for preparation for the afternoon. Afternoon children start at 12.15 and can be collected between 3.00 and 3.25. Those attending for a full day finish at 3.05. Snack is 50p per session - most parents find it easier to pay £2.50 at the start of a week but this is your choice.

Nursery Staff

Head Teacher: Mrs. Alexander

Depute Head Teacher: Mr. Palmer

Nursery teacher: Mrs. Carruthers

Nursery Nurses: Miss Kerr, Mrs. Kirkpatrick, Miss Hamer (Mon.-Thurs.), Mrs. Gray (a.m. only), Ms. Paterson (p.m. only), Miss Awde (Fri.).

Early Years Support Assistants: Miss McVicar and Mrs. Stott.

Nursery Blog

We hope that you will keep up-to-date with Nursery life through our blog. 'Google' Hecklegirth Nursery blog for information and lots of snapshots of the children's learning.

This term morning children will have P.E. with Mrs. Foster, our P.E teacher, on Wednesdays at 9.00. Those who miss the start of the session will join in once they have arrived. Afternoon children will get this opportunity next term.

What should you bring to Nursery?

We ask that children have a change of clothes in their bags as accidents can happen. Please write names on sweatshirts, bags and indoor shoes to avoid mix-ups. We also ask that you discourage your child from bringing toys to Nursery. In our experience this can cause problems: toys can go missing, get broken or children find it difficult to share them. Thank you for your support with this as it can lead to upset children and none of us want that.



Settling In

We are pleased that the children are beginning to settle in to the Nursery routine and are enjoying a variety of activities. Some of you will have had those first special works of art home, you may have heard about the role play area or drawing on the Promethean board. If children are concerned because they have no picture to take home, this may be because their work has been displayed, paintings may not be dry or they may simply have been busy in another area of the Nursery. I'm sure you would agree that enjoying a story or creating a construction with the wooden blocks is every bit as important as bringing home a piece of artwork.

Trays

Please check your child's tray each day. for their work or letters from us.



Forms

We ask that everyone completes permission forms if they have not already done so. The "Parent Pages" we will send home soon will form part of your child's Personal Learning Plan: they will help us find out a little about your child and should be a fun, shared activity to do over a few days. We look forward to reading them all. You may also be invited soon to meet with your child's key worker to complete a care plan.

Focus for Learning

This term, as well as our main focus of building relationships and learning Nursery routines, our learning will be based around the context of Autumn and Harvest. Each week we will also focus on a particular nursery rhyme - copies of these will be available to help you support your child's learning.

Attached is an overview of the main focus for learning this term. Short term planning details are also displayed in Nursery.



Please remember that, if you want to discuss anything concerning your child, we are available at the start or end of every session. No concern is too small. We look forward to working with you and your children in the year ahead.

Term 1 Main Focus August - October 2017

Curricular Area	Significant Aspects of Learning/Main Focus	Learning Experiences and Outcomes (Curriculum for Excellence Early Level)	Success Criteria
Numeracy and Mathematics	<p>Concept of measurement including time</p> <p>Positional Language</p> <p>Order of number</p> <p>Associates number with quantities (counting rhymes, counting by rote, numbers as symbols)</p>	MNU 0-10a, MTH 0-17a, MNU 0-02a	<p>I can</p> <ul style="list-style-type: none"> • talk about my daily routine • use vocabulary such as today, tomorrow and yesterday • begin to talk about the seasons • follow instructions to move to a position • describe where objects are e.g. behind, under etc. • recite and have fun with number rhymes • count by rote in the correct sequence • recognise numbers as symbols that are different to letters and pictures • begin to understand that numbers represent quantities.
Literacy and English	<p>Communicates with others and is beginning to take turns and know when to talk and when to listen.</p> <p>Responds and contributes to ideas, thoughts and feelings.</p> <p>Selects and discusses a range of texts and describes likes and dislikes.</p> <p>Shares experiences, information and stories with others.</p> <p>Enjoys choosing stories and other texts and sharing likes and dislikes.</p>	LIT 0-02a/ENG 0-03a, LIT 0-10a, LIT 0-01b/LIT 0-11b	<p>I can</p> <ul style="list-style-type: none"> • take turns when listening and talking in a variety of situations • share my ideas and thoughts in a variety of situations • join in with familiar stories and rhymes • use the story area to choose different types of books • talk about what I like in a story • demonstrate reader like behaviour e.g. turn pages one at a time • identify words and pictures • indicate the front and back of a book
Health and Wellbeing	<p>Understanding rules and expectations (Respect)</p> <p>Politeness and manners</p> <p>Friendship</p> <p>Caring</p> <p>Who can help me?</p> <p>Harvest</p>	<p>HWB 0-23a, HWB 0-09a, HWB 0-19a, HWB 0-10a,</p> <p>HWB 0-13a, HWB 0-05a, HWB 0-14a, HWB 0-01a,</p> <p>HWB 0-03a</p>	<p>I can</p> <ul style="list-style-type: none"> • share my ideas and value the ideas of others • follow the Nursery rules • begin to talk about my learning e.g. what I am good at, what I want to learn • talk about what a good friend does • begin to develop friendships, showing a caring, considerate attitude towards others • talk about how we show our feelings and what different facial expressions tell us • talk about who can help us if we have a problem • work with others to contribute to a performance to our families