



**MALTBY LILLY HALL
NURSERY**

WELCOME TO NURSERY
MALTBY LILLY HALL ACADEMY

2023-2024





- Meet the team
- The routines
- To become familiar with our setting
- Opportunity to ask questions and talk to the staff





Our Team

Nursery Bumblebees Class



Mr Pease
Principal



Miss White
Cover supervisor
Teaching Assistant



Miss Edwards
Early Years Leader



Mrs Gibson
Nursery Teacher



Miss Small
Teaching Assistant





WELCOME TO NURSERY CLASS AT MALBY LILLY HALL ACADEMY

We would like to warmly welcome you and your child to the Nursery class at Maltby Lilly Hall Academy.

Starting school is a very special time and we are here to support both you and your child on this exciting journey.

We will provide your child with a safe and stimulating learning environment where they will make friends and feel valued.

They will thrive, explore and develop their interests and abilities across the seven areas of learning and development.





KEY PERSON

Your child will be allocated a **key person**

The Key Person will support your child within nursery, ensuring that their learning and care is tailored to meet their individual needs. Your child's key person will help your child become familiar with the setting and build positive relationships, making sure that they feel safe and cared for at nursery.

You will be able to discuss your child's progress, behaviour and any other concerns with **any** adult working within the nursery team, at the beginning or end of the day.

We value your input, please share any news, goals and learning with us!

Through the year, you will be invited into class to take part in events and parent workshops.





WELCOME TO OUR SCHOOL



Foundation Stage Entrance

When you arrive at school you will follow a path up to the Foundation Stage entrance where the teachers will meet and greet the children. Children will be supported to say their goodbyes and line up to enter the Foundation Stage unit.

You can enter school via the Lilly Hall Road entrance or the Cliff Hill gate.

All day: 8:30am-3:30pm

Dinner is 11.30am-12.30pm

AM session: 8:30am – 11.30am

PM session: 12:30pm – 3:30pm

Absence - We ask that you report your son/daughter's absence as soon as possible on each day of absence. Call the school office or message through 'MyEd'. If your child has had sickness and/or diarrhoea, please allow 48 hours before your child returns to school.

Holidays: You must fill in an application form and school will inform you as to whether it's been accepted or not.





DROP OFF AND PICK UP

Please ensure you have completed the form which tells us who we can expect to drop off/pick up the child and the child's password. The staff will ask for the password if the adult is not familiar. This is to safeguard all children.

Please ensure that you inform the class teacher if there is a different adult collecting the child on that day. You can also call school to inform us. This is to keep our children safe.





THE EARLY YEARS FOUNDATION STAGE CURRICULUM

At Maltby Lilly Hall Academy we follow the [statutory framework for the Early Years Foundation Stage](#). Our practice is shaped using the '[Development Matters](#)' guidance.

The Prime Areas of Learning and Development

Personal, Social and Emotional Development

Physical Development

Communication and Language



The Specific Areas of Learning and Development

Literacy

Mathematics

Understanding of the World

Expressive Arts and Design





DEVELOPMENT MATTERS

'No job is more important than working with children in the early years. Language is the foundation of children's thinking and learning.' (Development Matters 2021) [Click here](#)



Development Matters	Age related expectations
Birth to 3	Expectation on entry to Nursery is that children demonstrate most elements of this band.
3 and 4 year olds	Expectation at the end of Nursery is that children demonstrate most elements of this band.
Children in Reception	Children in Reception are working on the elements in this band.
Early Learning Goals	End of year expectations for Reception children.

The age-related expectations are set out in the table above. However, we know that children develop at different rates, some may be working above or below age related expectations, therefore your child's targets will be personal to their learning journey.





CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

'Characteristics of Effective Teaching and Learning' are embedded into everything that we do in Early Years. We reflect on the children's rate of development, and use the three characteristics to plan cross curricular learning within all areas, to ensure all children remain effective and motivated learners. These characteristics are the way in which a child engages with other people and the environment.

Playing and Exploring -Children investigate and experience things, and 'have a go'

Active Learning- concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically- Children have and develop their own ideas, make links between ideas and develop strategies for doing things.

['Characteristics of Effective Teaching and Learning' page 12-19](#)





CURRICULUM AREAS

- During the first term our main priority is **settling your child** into the routines of nursery.
- We will focus mainly on **developing skills** around Personal, Social and Emotional development as well as Communication and Language.
- Most of the day will be spent in choosing time, centred around the children's interests. The children will have access to provision outside and inside. Within provision, there are a range of areas that are fun and exciting focussing on various topics.
- During choosing time, the children will also be asked to take part in short adult-focused activities, and these could include individual, small groups or the whole-class.





COMMUNICATION AND LANGUAGE

This covers a wide range of skills including listening and responding to others during a conversation, giving attention to others in a variety of situations, understanding and following instructions, and lastly, speaking clearly to others.

How parent/carer can help...

- Have conversations with me about things that I am interested in. Encourage me to keep talking by nodding, smiling and making comments.
- Introduce new words when we are playing, eating or when we are out and about. Explain what new words mean to me.
- Talk to me about things that have already happened and what might happen soon.
- Play listening games with me such as 'Simon Says'.





PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- **This is about encouraging your child to develop as an individual and make relationships with others.**
- **They will develop self-confidence and self-awareness.**
- **Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet and washing and drying their hands.**
- **Every child will learn how to identify and manage their feelings and behaviour.**

How parent/carer can help...

- Give me tasks to carry out, e.g. washing my plate after snack.
- Model how you manage your own feelings, e.g. "I'm feeling a bit angry so I am going to take a deep breath." Help me to understand why I am feeling sad or frustrated.
- Have a routine for meal times and bedtime.





PHYSICAL DEVELOPMENT

- **At this young age your child needs to become confident in the way they move and use tools and apparatus.**
- **Your child will have opportunities to use both large apparatus (play equipment etc.) and small apparatus (scissors etc.).**
- **Children will also develop an awareness of health and self-care.**
- **They will explore what a healthy lifestyle consists of.**

How parent/carer can help...

- Help me with dressing but let me do the last steps, e.g. pulling up my zip after you have started it off.
- Give me lots of opportunities to be active and practise running, jumping, balancing, climbing and swinging.
- Encourage me to walk, scoot or bike when we go out.





LITERACY (writing and phonics)

- The initial focus for writing is the development of fine motor skills and pencil control.
- We will provide the children with various fine-motor based activities to develop this, such as tweezers, scissors, picking up beads and small objects.
- Once this has been established, we will move onto making meaningful marks when painting/drawing.
- We will then begin correctly forming the letters in our first name.
- We will also begin a very short daily phonics lesson. We will use this time to initially focus on listening and attention behaviours. As the year progresses, we will then move onto learning a new sound every week.
- In our school we follow the Read, Write, Inc. Phonics scheme. We highly recommend the RWI website for support and ideas [Parents - Ruth Miskin Literacy](#)



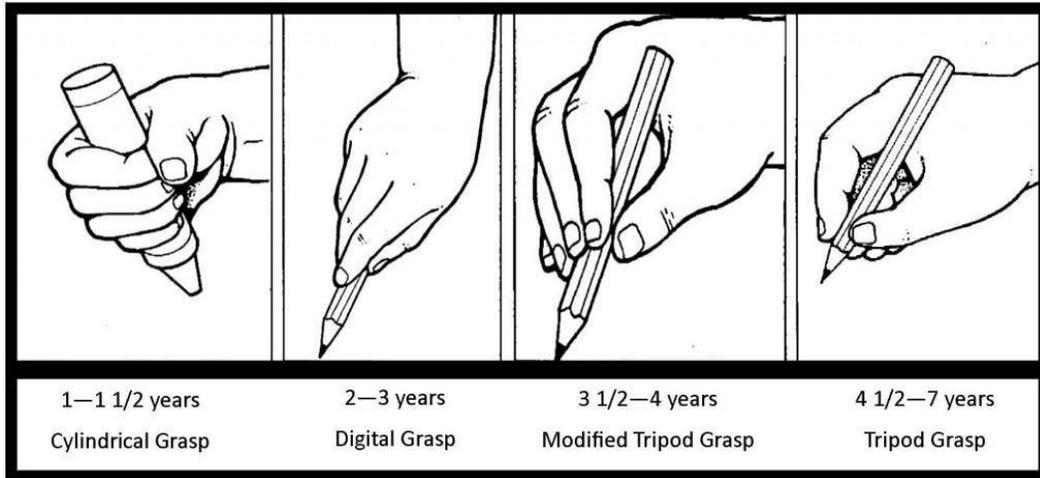
How parent/carer can help...

- Help me write my name (use the letter formation phrases to support – see handout)
- Let me help you write birthday cards and shopping lists.



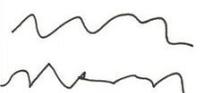
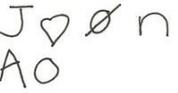
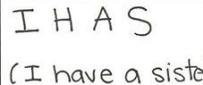
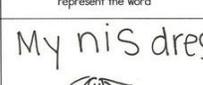
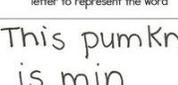


LITERACY (writing and phonics)



Pencil grip

Writing stages

 1. Scribble Stage (Starting point any place on the page)	 2. Scribble (Left to right progression)	 3. Mock Letters (Can be personal or conventional)
 4. Letter String (Left to right and progressively downward)	 5. Groups of letters with space in between to resemble words	 6. Picture Labeling (Matching beginning letter to sound)
 7. Copies Environmental Print	 8. Uses first letter of a word to represent the word	 9. Uses beginning letter and ending letter to represent the word
 10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)	 11. Phrase Writing	 12. Whole Sentence Writing





LITERACY (reading)

- To encourage your child to become a lifelong reader, it is important that they learn to read for pleasure.
- We have a lending library at the Early years main entrance. You can change your storybook with your child as often as you want to. This book is for you to enjoy together. Please remember that this shouldn't be a book for your child to read alone. Please read it to, or with, them- we want this to be a positive reading experience.
- The sharing of books will aid your child's language development and imagination.
- Please take care of our books by making sure books are in book bags and returned.
- Please, do not put water bottles in your child's book bag – we have had some cases in the past of books being water damaged and having to be disposed of.



How parent/carer can help...

- 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 you have fun, you are NEVER too old to be read to!
- Give me time to think and share my ideas.
- Play around with words. Make up fun rhyming sentences with me.





MATHS

- During the early stages of the year, we will focus on number songs to introduce number language.
- We will practise our 1:1 correspondence when counting various amounts of objects. Lining objects up to count them.
- As the year progresses, we will begin focusing on recognising numerals and counting amounts to 5 and then to 10.
- We will explore ways of measuring including capacity, weight, height and length.
- We will select and use both 2D and 3D shapes.

How parent/carer can help...

- Point out the number of things rather than just the names, e.g. "We have two apples!"
- Give me lots of opportunities to count for a real reason and always emphasise the last number – "There are 3 cookies."
- Cut out a large shape from a cereal box (circle, triangle), then cut that shape into 2-4 smaller pieces to make a simple puzzle.
- When we're at the park, use words like 'up', 'under', and 'between' to talk about what we see.
- Make playdough with me.





UNDERSTANDING THE WORLD

- In this area of learning your child is encouraged to start developing the skills that he/she will need to help them make sense of the world.
- It includes strands of science, history, geography, design technology and information technology.

How parent/carer can help...

- Help me make collections of interesting natural materials, e.g. pebbles, shells.
- Let me explore ice, once it has melted a bit
- Plant seeds and bulbs with me.
- Take me to different places such as the library.
- Talk to me about my experiences and where we have been/are going





EXPRESSIVE ARTS AND DESIGN

- Children will learn how to explore and use their imagination.
- They will explore representing their own ideas through singing songs, making music, dance, roleplay and creating art projects.
- They will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design and texture in an imaginative way.

How parent/carer can help...

- Make home-made paintbrushes using clothes pegs and items from around the house and outdoors.
- Join in pretend play with me.
- Give me a cardboard box and some fabric to build a den with.
- Sing songs with me
- Make sounds using household objects and keep a beat.





OUTDOOR LEARNING

- All children will be given the opportunity to play and learn outdoors every day, whatever the weather.
- Children will have a weekly Nature Explorers session in our forest school.
- It is important that children come to school dressed appropriately.
- Warm, waterproof clothes when it is cold and wet.
- Sun hat and sun screen when it is sunny and hot.
- All children will need a pair of wellies for school. These will remain on our welly racks.

Please ensure that all belongings have your child's full name clearly written in them.





NATURE EXPLORERS

- When exploring the natural world around them they will foster curiosity and have the time to engage with nature. Children will make observations and learn how to care for their natural world. They will join in with rhymes, stories and poems about their world, whilst observing and interacting with important processes and changes they witness.
- Children will develop their communication skills, asking questions to clarify their understanding, sharing what they know about their world, and listening to others. Children will develop their vocabulary, for example naming and describing plants and animals they see, talking about the weather and seasonal features.
- From their experiences, they will begin to understand the similarities and differences between the natural world around them and contrasting environments, linking to our learning within class.





SCHOOL UNIFORM

- Royal blue jumper/sweatshirt/cardigan (with or without school logo)
- Plain white shirt/blouse/polo shirt
- Dark grey or black trousers/skirts/shorts/tights
- White, black or grey socks
- Black school shoes

Outdoor area/Nature Explorers: Children will need a pair of wellies which can be left in school.

Please ensure that all items of clothing have your child's full name clearly written in them.





WHAT DO I NEED FOR SCHOOL?

1. A water bottle labelled with their name everyday.
2. Coat / Sun Hat (weather permitted).
3. Flat, blue School Book Bag (if you wish)- All children will be provided with a plastic school bag for their reading records, books and home learning.
4. Packed Lunch (if your child is here for the full day).
5. Change of clothing in a drawstring bag in case of any accidents. This bag will be kept at school on your child's peg.
6. Wellies – to remain in school for nature explorers and children will go into the outdoor provision when it rains.



Please ensure that all belongings have your child's full name clearly written in them.





WHAT CAN I DO TO HELP MY CHILD?

It would help a great deal if your child could do the following before they start school:

- Dressing and undressing themselves with greater independence - fastening their coat and shoes independently.
- Hang their belongings up independently.
- Access the toilet independently (please make us aware if you have concerns regarding this).
- Wash and dry hands independently.
- Tidy away toys.
- Use a tissue to blow their nose.

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](https://www.foundationyears.org.uk/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf)





MyEd App

We would like to introduce you to our school communication App – MyEd. It is a fantastic way to communicate and share information with you, our parent community.

At Maltby Lilly Hall Academy we want you to feel as much a part of your son/daughter's education as possible and with the increased use of smart phone technology, the free App provides a great way to keep up to date with Academy information.

The App gives you direct access to: Your son/daughter's attendance and punctuality data, Important Academy information including; key dates (which can be added directly to your smartphone calendar), Maltby Lilly Hall Academy news and a link to ParentPay. The information is updated daily. We are able to send you messages directly to the App and links to letters and consent forms relating to important information about your son/daughter's education. We can also send you details of events and visits that are taking place. You will receive a notification if we send you a message and there is no charge for the messages you send to us. **The App is available to Android and Apple smartphone users. To download the App:**

- Go to the App store or Google Play and search for 'My Ed'
- Select a School – either type in Maltby Lilly Hall Academy or use our postcode S66 8AU.
- Add your details (not your son/daughter's) Full Name, Mobile Number, Email Address and Click on Link Account.
- Security Code – You will be sent a security code by a text message to finish creating your account. Type the code into the App and press Create Account.

[Maltby Lilly Hall Academy - Attendance](#)

[School Attendance – Rotherham Metropolitan Borough Council](#)





MALBY LEARNING TRUST
Exceptional Experiences. Successful Lives.

Ofsted
Good
Provider



THANK YOU

We hope you have found it useful. If you have any further questions, please contact the school via school email info@maltbylillyhallacademy.com.

We look forward to welcoming you all to Maltby Lilly Hall Nursery class in September 2023.

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