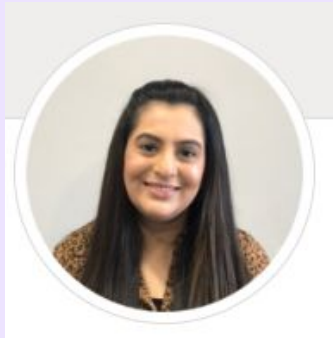


What's On Nursery/Reception



Nursery/Reception



Mrs Hanif
EYFS Lead



Mrs Druce
Nursery



R Elephants
Mrs Hassan



R Ducklings
Miss Speak



R Cats
Miss Seek

Medium Term Plan Nursery– Autumn 1

Crossley Hall Primary School Medium term Plan – Autumn 1 - Nursery Ants

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Noisy Farm- Dinosaur Roar						
	Joining in repeated refrains						
Maths	Cardinality & Counting Take part in finger rhymes with numbers	Cardinality & Counting Take part in finger rhymes with numbers	Cardinality & Counting Take part in finger rhymes with numbers	Cardinality & Counting Take part in finger rhymes with numbers	Cardinality & Counting Children are learning number names to 5 and are beginning to recite some number names in sequence.	Cardinality & Counting Children are learning number names to 5 and are beginning to recite some number names in sequence.	Revisit any gaps in
Understanding the World	Exploring natural environments						
	Explore Materials with different properties		Explore and respond to natural phenomena in the setting and community			Explore natural materials	
Expressive Arts	Respond emotionally and physically to music when it changes		Make rhythmical and repetitive sounds		Enjoy and take part		
PSED	Find ways to calm themselves, through being calmed and comforted by their key person		Finding ways to manage transitions		Express preferences and decision establish thei		
Communication and Language	Story Time: Imitate gestures and words. Listen and respond to simple instructions. Understand single words in context. Daily Rhymes: Rhyme of the week. Poetry. Waiting for and taking turns to talk.						
PE	Gaining control of their whole body through continual practice of large movements. Clap and stamp to music Explore different materials and tools						

Crossley Hall Primary School Medium term Plan – Autumn 1 – Nursery Bears

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	We're Going on a Bear Hunt						
	Journey				Instruction: Warning Poster		
Maths	Cardinality & Counting Children know number names to 5 and can recite some number names in sequence.	Cardinality & Counting Children know number names to 5 and can recite some number names in sequence.	Cardinality & Counting Counting back from 3 or 5.	Cardinality & Counting Counting back from 3 or 5.	Cardinality & Counting Select a small number of objects from a group when asked (1-3)	Cardinality & Counting Select a small number of objects from a group when asked (1-5)	Revisit any gaps in children's knowledge from past weeks
Understanding the World	Seasons Changing						
	Use all their senses in hands-on exploration of natural materials		Talk about what they see, using a wide vocabulary		Begin to make sense of their own life story		
Expressive Arts	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools		Express ideas and feelings through making marks and sometimes giving meaning		Enjoy taking part in action songs		
PSED	Motivation to explore new areas and activities]		Learning new things and persevering.		Learning new things and persevering.		Recap emotions, happy, sad, angry
Communication and Language	Story Time: Discussing stories. Daily Rhymes: Rhyme of the week. Poetry. Developing listening skills: Waiting for and taking turns to talk. Learning and using new vocabulary. Asking questions. Extending sentences using connectives.						
PE	Movement Use large muscles movements to paint and mark make						

Medium Term Plan Reception – Autumn 1



Crossley Hall Primary School
Medium term Plan – Autumn 1 Reception

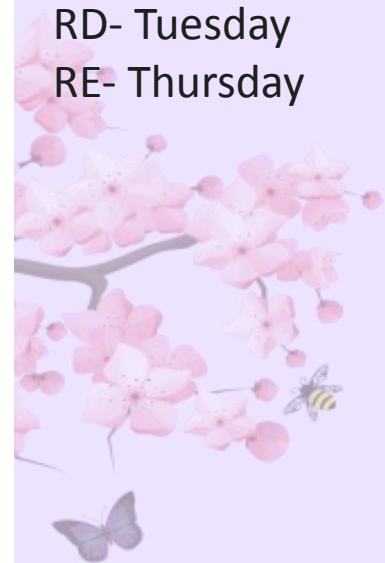
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus	Settling in, Reception Baseline Assessment			All About Me!			
English	Stories about families and starting school. Singing nursery Rhymes			The Gingerbread Man' 'All About Me' fact file			
Maths	Baseline – Counting and comparing			Match, sort and compare amounts	Match, sort and compare amounts	Talk about measure and patterns	It's me 1,2,3
Understanding the World (Topic)	Science-Sing songs to explore, and name, body parts.	What do we look like? How are you the same or different to your friend?	When is your birthday? Creating a Birthday Book	<u>All about ME!</u> - My life so far. What I look like. My birthdays so far.	Families: Who lives in your house? Children bring in photos of their families to look at.	Comparing families: How many siblings?	Creating family trees
Expressive Arts and Design	Learning how to use the tools and resources in the playdough.	Learning how to use the tools and resources in the creative area.	Learning how to use the tools and resources in the painting area.	Learning how to use the tools and resources in the construction area.	Singing songs about ourselves and our bodies.	Paper plate faces	<u>Artist Focus:</u> Andy Warhol (faces/people) Self Portraits
PSED	Learn classroom expectations e.g. sitting on the carpet and putting their hands up.	<u>Learning tidy</u> up time routines and tidy up when we have finished playing.	Learning to look after objects in our classroom.	Support children in making friends and learn how to initiate play.	Making friends	Learning how to play cooperatively with our friends.	Sharing with our friends
Communication and Language	Listening and talking to new adults and friends. Beginning to join in with story time and singing songs – listening and staying focused.				Use a wider range of vocabulary. Understand simple instructions.		
PE	Me and Myself						

PE Days

RC- Monday

RD- Tuesday

RE- Thursday



Timetable example

RE	8.30-45	8.45-8.55	9.00-9.30	9.30-10.15	10.15-10.30	10.30-11.30	11.30-12.00	12.10-1.00	1.00-1.20	1.20-2.30	2.30-3.00
Monday	Self -registration Gross Motor Dancing songs	Squiggle while you wiggle	Phonics	Choosing Time	Story and Snack Mastering Number	Choosing Time	Maths	Lunch	Topic/ English	Choosing Time	Story Time
Tuesday	Self -registration Gross Motor Dancing songs	Squiggle while you wiggle	Phonics	Choosing Time	Story and Snack Mastering Number	Choosing Time	Maths	Lunch	Topic/ English	Choosing Time	Story Time
Wednesday	Self -registration Gross Motor Dancing songs	Squiggle while you wiggle	Phonics	Choosing Time	Story and Snack Mastering Number	Choosing Time	Maths	Lunch	Topic/ English	Choosing Time	Story Time
Thursday	Self -registration Gross Motor Dancing songs	Squiggle while you wiggle	Phonics	Choosing Time	Story and Snack Mastering Number	Choosing Time	Maths	Lunch	Topic/ English	P.E (2.00-2.50)	
Friday	Self -registration Gross Motor Dancing songs	Squiggle while you wiggle	Phonics	Choosing Time	Story and Snack Mastering Number	Choosing Time	Maths	Lunch	Topic/ English	Choosing Time	Story Time

PE Days

RC- Monday RD- Tuesday RE- Thursday

Come on in!



We would like to invite parents to another open session so you can do activities alongside your child and staff.

Tuesday 10th October – Nursery

Wednesday 11th October - Reception



Polite Reminder

Uniform/PE
(Named)

Water Bottles

Punctuality

Weather

Natasha's Law

Natasha's Law was introduced following the death of Natasha Ednan-Laperouse, who died after eating a pre-packaged baguette which at the time did not require ingredients labelling. Businesses are now required to label all food that is prepacked for direct sale with a full list of ingredients. However, most food not containing allergens (eg nuts) is prepared in the same place, or packaged with food that does often contain allergens (eg Celebrations)

As a result, to keep our children safe, we will not accept any sweets, chocolate etc sent to celebrate birthdays. Our first priority is always the safety of our children, and we will of course, celebrate birthdays by singing and making sure the children feel special on their day!!



Key Dates

Autumn 1 Diary Dates

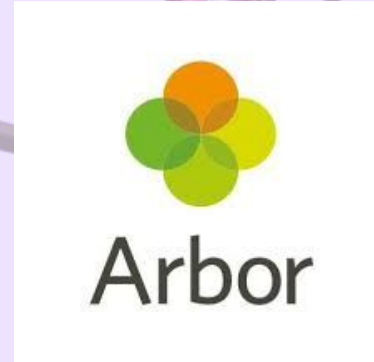
Important Dates for your Diary:

Event	When	Time
Meet the Teacher	Wednesday 6th September	3:15pm - 3:30pm
Reception- What's On Meeting for parents/carers	Monday 11th September	2:30pm - 2:55pm
Year 1, 2 and 3- What's On Meeting for parents/carers	Tuesday 12th September	2:30pm - 2:55pm
Trust Talk sessions (with the CEO)	Tuesday 12th September At Laycock Primary School	If you would like a 15min slot please email: trusttalk@paymat.org
Year 4, 5 and 6- What's On Meeting for parents/carers	Wednesday 13th September	2:30pm - 2:55pm
MacMillan Coffee Morning	Friday 29th September	9:00am- 10:00am
Harvest Craft Afternoon	Friday 6th October	1:45pm - 2:45pm
Trust Talk sessions (with the CEO)	Wednesday 11th October at Crossley	If you would like a 15mins slot please email: trusttalk@paymat.org
Year 1 Phonics Screening Check	Monday 16th October	2:30pm - 2:55pm
YE SATs Meeting	Tuesday 17th October	2:30pm - 2:55pm
Year 4 Multiplication Check Information Meeting	Wednesday 18th October	2:30pm - 2:55pm
SEND Parent/ Carers Drop In Session	TBC	TBC
Stay and Play	Nursery: Tuesday 10th October Reception: Wednesday 11th October	8.50am - 9.30pm

- Nursery Stay and Play

Morning session	10:45am – 11:15am
Afternoon session	2:15pm – 3:00pm

Arbor Parent Portal





Attendance in Early Years

Here at Crossley, we want the best for our children. Having a good education is important to ensure that children have the best opportunities in their adult life. Children only get one chance at school and your child's future may be affected by not attending school regularly.

Children learn and develop more from birth to five years than at any other time in their lives and any gaps in their learning by the end of the Early Years will, on average, double by the end of their primary years.

Good Habits

There are many benefits to good attendance. It builds in children the idea that getting up and going to school is simply what you do - something they will take into their adult life when it comes to work. Children who attend regularly gain a sense of security from the regular routine. Unfortunately, underachievement is linked to lower attendance. Establishing good habits early is the key to future success.

Secure Relationships

Early Years teaches children how to interact with a range of peers and develop personal and social relationships. Young children find it easier to build and sustain a range of social relationships when they regularly attend Nursery and school. Poor attendance can affect children's ability to make and keep friendships; a vital part of growing up.

Attendance Matters

EYFS

Every day lost = approx. 6 hours of learning

Every week lost = approx. 27 hours of learning

11 days lost = 94% attendance and 66 hours of learning lost

19 days lost = 90% attendance, classed as Persistent Absentee and 114 hours of learning lost

5 minutes late everyday = 3 days of learning lost each year

15 minutes late everyday = means 2 weeks of learning lost each year



Learning and Development

Children's learning develops quickly in the Early Years. For example, once Phonics is being taught regularly in Reception, you will suddenly find children are reading and writing independently! Learning moves at a quick pace and any time lost creates gaps in their learning and the more gaps there are, the harder it is for children to catch up with their peers. Good attendance ensures that children can develop at the right pace, gain confidence as they make progress and ultimately enjoy school as they see themselves succeed.

Self Esteem

Children who rarely miss sessions at Nursery/school and arrive on time are more likely to feel good about themselves and be confident when arriving at school. Children who arrive late or regularly miss sessions, can feel a sense of uneasiness or feel they need to try a bit harder to understand what is going on or what other children are talking about or doing.

Punctuality

Coming to school on time is vital. Arriving late at school can be very disruptive for your child, their teacher, the other children in their class and their education. Arriving late everyday means your child will miss all their phonics lessons which will ultimately impact their reading and writing. It is important that children understand the importance of time keeping as a life skill too.

Useful Contacts

If we work together, we can make sure that your child grows and blossoms!

Family Liaison Officer: [Emily Jarrold](#)

Assistant Head Teacher/ EYFS Lead: [Mrs Hanif](#)

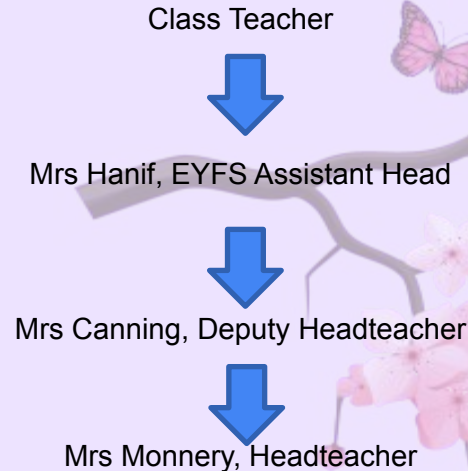
Head Teacher: [Mrs Mowery](#)



Parent/School Communication

- We would just like to thank parents and carers for their understanding with all the changes across school. We endeavour to make transitions as smooth as possible for children and your support in this is invaluable
- We appreciate that you are trusting us with your child, we want parents and carers to feel welcome and know who they can speak to if they have any questions or concerns.

Parent Information- who to go to if you need help



Complaints Policy and Procedure

This policy lays out our complaints procedures in detail. To support understanding, the process for formal complaints can also be seen in the diagram below. Should you need any further help in understanding this procedure please speak to the Headteacher who will be able to help.



Raise your concern with a member of staff such as the classteacher, phase leader or Senior Team. If you are dissatisfied with the outcome, escalate your concern through the school's complaints procedure.

Raise a formal complaint with the Headteacher. This is known as Stage 1 of the complaints procedure. If you are dissatisfied with the outcome, you can then escalate your concern to stage 2 of the complaints procedure.

Raise a formal complaint with Mr Thorp (Chief Executive Officer). This is known as Stage 2 of the complaints procedure. CEO may appoint an appropriate person to deal with the complaint. This could be a member of the Executive Team or a Senior Leader from the central team. The CEO will be kept informed of any investigation carried out and will be involved in the final decision. If you are dissatisfied with the outcome, you can escalate your concern to stage 3 of the complaints procedure.

Raise a formal complaint with Mr Briggs (Chair of Trustees). If you are dissatisfied with the outcome, you can escalate the concern to stage 4 of the complaints procedure.

Should you remain dissatisfied with the outcome of your concern, you can raise your complaint with the Complaint Review Panel. This is the final stage of the complaints procedure.

Please see the school website for the school address, telephone number and a contact telephone



Any questions?

