



Welcome to Nursery

2026-2027

Curriculum Information for Nursery



Welcome to Nursery

Welcome to Nursery at Hamstel Infant School. We hope that this booklet will provide you with more information about the Nursery Year. We strongly believe in our children having the best possible start to their early years education and aim to provide a smooth and happy transition. It is especially important for us to build strong working partnerships with our parents and carers.

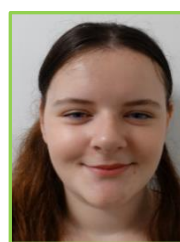
Meet the Nursery Team



Mrs Bryant
Assistant Principal
and EYFS Lead



Mrs Snashall
Starfish Class



Miss Linay
Starfish Class
Keyworker



Mrs Brooks
Seahorse Class



Mrs Taylor
Seahorse Class
Keyworker

Our Vision

At Hamstel, we strive for all children to become lifelong learners equipped for the future by providing an excellent, engaging and inspiring education. We provide a range of opportunities for children to reach their full potential within a welcoming, caring, safe, happy and supportive community.

We are committed to our whole school value 'We Care' that flows through everything we do.

Our School Values

We Care

Working together 

Enthusiasm and determination 

Caring 

Aspire 

Respect 

Effort and resilience 

Our 'We Care' values underpin our success and promotes positive relationships and behaviour from everyone in the school community.

Our values and expectations are regularly referred to and displayed around the school. Our high expectations are the shared responsibility of all.

Nursery Expectations

Our expectations of the children in nursery are:

- We use king hands and feet
- We say kind words
- We share our toys
- We take turns

These are our nursery values and are displayed in the nursery classroom and referred to regularly throughout the day.

The Nursery Year

In nursery, we value the importance of providing the children with learning spaces that are engaging and which allow for exploration and play. We strongly believe in:

Relationships – our children developing strong relationships with adults and their peers.

Oracy: Speech and Language development – we want our children to be confident and clear communicators. Oracy plays an important role in future learning success.

Independence – we aim for all our children to become confident and independent learners.

Self-regulation – we want all our children to be able to self-regulate their own behaviour, knowing how to behave in different situations and being able to deal with conflicts appropriately.

Reading – is the key to future success and is paramount across all areas of the curriculum.

Physical development – developing both gross and fine motor skills, as the building blocks for future success in handwriting as well as writing attainment.

Enrichment - providing our children with other opportunities that they may not otherwise experience.

Parents/Carers – play a vital role in their child's education. We aim to work closely with all our parents, sharing learning experiences and how we teach in school so that parents feel supported and confident in continuing learning at home.

In nursery, we want children who are engaged in their learning, forming positive and lasting relationships with both their peers and adults. Children who feel safe, happy and excited about their learning achieve the best results.

Our Curriculum Intent

At Hamstel Infant School and Nursery we believe our curriculum offer meets the needs of the children in our community. We pride ourselves in offering a flexible, enriched, connected and nurturing curriculum that goes beyond the statutory requirements.

Our Nursery curriculum will:

- Promote and model our 'WE CARE' values
- Develop the children's oracy skills to allow them to communicate effectively
- Deliver a meaningful and flexible curriculum through exciting themes and books to excite and engage our learners
- Meet the needs of all our children through a nurturing and inclusive approach
- Provide an engaging and safe environment for the children to learn
- Develop collaborative and independent skills

Early Years Statutory Framework

We strongly believe in ensuring that our children are surrounded by a rich, stimulating environment with a broad, balanced, ambitious curriculum. All our children are valued as individuals and we encourage each and every child to reach their full potential. We work from The Early Years Foundation Stage (EYFS) curriculum alongside the Development Matters document. There are seven areas of learning and development:

Prime Areas

- Personal, social and emotional development
- Physical development
- Communication and language development

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

A curriculum overview will be sent out to parents and carers at the beginning of each new theme.

The Nursery Day

The timetable below is a basis of what a morning or afternoon looks like in nursery. Children who attend all day, will follow the timetable below in the morning and a similar timetable in the afternoon.

Nursery Morning/ Afternoon Timetable	
Self-Registration	
Keyworker carpet Session/ NELI from Spring 1	
Continuous Provision (Garden Open)	
Keyworker story and singing	
Home Time	

Continuous Provision

During continuous provision times the learning garden is open and the children can choose to learn inside or outside. Activities are planned and set up based on current or previous learning as well as the children's interests. During this time, adults work with the children in small groups, on a 1:1 basis or join the children in their play.

Outdoor Learning

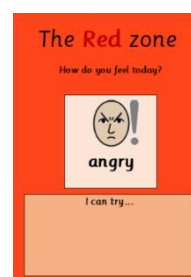
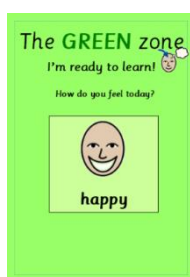
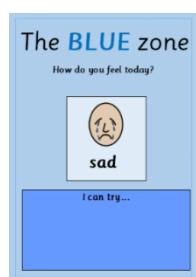
- The children have outdoor learning every 3 weeks.
- Timetables are found in classroom windows, in the newsletter and the website.
- Children need to wear appropriate old clothes to be outside that matches the weather.
- Wellies should be kept in school.

Personal, Social and Emotional Development

Building relationships, managing self and self-regulation are three areas covered in PSED. These are interweaved throughout the day so there is a continued focus on children's personal, social and emotional development. Strong, warm and supportive relationships with adults enable children to learn to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interactions with other children, they learn how to make friendships, co-operate and resolve conflicts peacefully. These attributes prepare children for later life.



We use the Zones of Regulation to help children to name and recognise different emotions. The zones are organized into four coloured zones – Blue, Green, Yellow and Red:



The simple, common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for children and those who support them. We teach the children how to regulate their emotions (Zones) through different strategies.



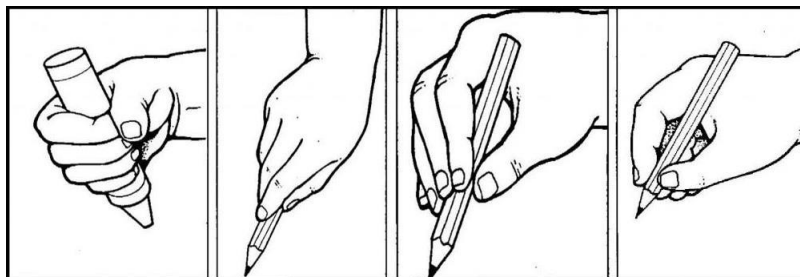
Physical Development

We support children to develop their gross motor skills through a focus on Fundamental Movement Skills (FMS). These are the basic skills that help young children move confidently and safely, such as running, jumping, balancing, throwing and catching. Developing these skills improves coordination, strength and confidence, and provides the foundation for an active and healthy lifestyle as children grow. We further develop and strengthen these skills through a wide range of outdoor activities, where children have daily opportunities to practise, explore and challenge themselves in a fun and engaging environment.

Handwriting

Before children begin formal letter formation, we focus on developing the essential foundational skills that make handwriting successful. Through a variety of fun, practical activities, children strengthen the muscles in their hands, shoulders and fingers, develop hand-eye coordination, and learn to control movements with increasing precision. Activities such as mark-making, painting, threading, playdough modelling, building, and using a range of tools help children develop the fine and gross motor skills needed for writing. We also encourage children to explore patterns, lines, circles and shapes, laying the groundwork for future letter formation.

Efficient and effective pencil grip is directly taught, encouraged and assessed on a regular basis. It is expected that all children will develop a stage 3 pencil grip by the end of nursery.



Oracy - Communication and Language Development

Developing children's listening and attention skills from an early age has a direct impact on their communication skills and academic success. Therefore 'good listening' is taught, modelled and reinforced by all adults. Talk routines are embedded through our whole school Talk Guidelines, so that all children know how to engage in conversations.



In nursery we follow the NELI (Nuffield Early Language Intervention) Pre-school programme to support every child's communication and language development. From January all children will take part in a daily NELI whole class carpet session.

Throughout the nursery day we model and encourage:

- A wide range of vocabulary
- Speaking in full sentences
- Having a two-way conversation
- Using stem sentences to support sentence structure **e.g I think that**

Literacy

Word Reading

The building blocks for reading are taught during the nursery year:

- Hearing and naming sounds
- Spotting words that rhyme
- Recognising words with the same initial sound
- Clapping syllables in words
- Suggesting a matching rhyming word
- Identify an object from hearing the sounds (orally segmented)
- Saying the initial sound in a word
- Naming the pictures on Set 1 sounds cards
- Orally blend sounds into words

Comprehension

Comprehension skills are taught every day in nursery through:

- Our key text for the week
- Daily story times and NELI sessions
- Role play
- Following instructions
- Answering questions

Writing

In nursery we focus on developing the foundational skills needed for writing:

- Gross motor development through daily experiences in the learning garden.
- Fine motor development through daily funky fingers sessions, planned activities and accessing fine motor resources
- Handwriting development
- Communication and language development
- Phonic development



All children are encouraged to access writing opportunities both in the classroom and learning garden and develop their writing through play.



Maths

Our maths lessons are taught using the Maths Mastery programme. Daily maths meetings ensure key skills and concepts are regularly recapped.

Key Skills:

- Count to 10
- Subitise to 5 (know how many there are without counting)
- Show the correct number of fingers for numbers to 5
- Count objects to 10
- Recognise numerals to 7
- Order numbers to 7
- Accurately count objects to 10
- Count backwards from 12
- Know there are more, fewer or equal amounts
- Match objects into pairs
- Sort objects into two groups

Shape, Space and Measure

- Patterns
- Circles and Triangles
- Shapes with 4 sides
- Mass and capacity
- Length, height and time
- 2D and 3D shapes

Tapestry

We use **Tapestry** to share children's learning and development with parents and carers. It provides a valuable opportunity for families and school to work together to celebrate children's achievements, share experiences and support their next steps.

Our expectations for school

Teachers will aim to upload **at least one observation each week** for each child. These observations may include photographs, videos, examples of children's work or written observations of learning.

The **amount, frequency and content of observations may vary between children**. We recognise that every child is unique and that assessment should reflect their individual learning journey. At different points in the year, observations may be more frequent in particular areas where a child is developing a new skill, working towards a specific next step or where we need to gather further evidence of their learning.

Observations will focus on **meaningful learning and development**, rather than simply recording activities that children have taken part in. Not every learning experience will result in an observation being uploaded.

Teachers may use Tapestry to:

- Celebrate children's achievements and progress.
- Share significant moments in children's learning.
- Provide examples of children's skills and knowledge.
- Identify and share next steps in learning where appropriate.
- Keep parents and carers informed about their child's experiences in school.
- Encourage parents and carers to contribute to their child's learning journey.

Our expectations for parents and carers

We encourage parents and carers to **log on to Tapestry at least once a week** to look at their child's learning and development.

Parents and carers are encouraged to:

- Celebrate and talk to their child about the learning shared.
- Comment on observations where appropriate.
- Share relevant learning or achievements from home.
- Upload photographs, videos or observations of significant experiences and achievements at home.
- Tell us about new interests, skills or developments they notice at home.
- Use information shared on Tapestry to support learning at home.

A shared learning journey

Tapestry works best when it is a **two-way partnership** between home and school. The observations shared by school are only part of the picture. Contributions from home help us to build a fuller understanding of each child, including their interests, experiences, developing skills and achievements outside of school.

We ask families to remember that **Tapestry is not intended to be a daily record of everything a child does**. The focus is on meaningful moments that help us understand and celebrate children's individual learning and development.

Our aim is for every child's Tapestry journey to reflect **their unique progress, interests, achievements and next steps**, while keeping families actively involved in their child's learning.

Home Learning

Sharing Book – each week your child will choose a book to take home. This is a sharing book for you to enjoy reading to your child.

RWInc Virtual Classroom – QR codes will be sent home for you to access the Ruth Miskin Virtual Classroom videos. These links allow access to a short teaching video for your child to watch and join in with.

Enjoy reading to your child on a daily basis. Storytimes are an enjoyable time and will help to develop your child's speech, vocabulary and understanding of stories.



Parent responsibilities

Please help your child by not being late, the routine helps all children to settle and become prepared for the day ahead. If your child is ill, please telephone and leave a message with the school office on the first morning of illness before 10.00am.

All parents need to complete a collection form so that we know who will be collecting your child at the end of the school day. Please inform the school office of any changes to who will be picking up your child at the end of the day.

Attendance

Good attendance is vital; it ensures that your child is given every opportunity to develop friendships, enjoy daily school life and make good progress with their learning. Now is the time to set good routines for the year ahead. Reintroduce familiar routines such as reading before bed, preparing clothes, or having breakfast at the table. Limit screens for at least an hour before bed to support sleep as overstimulation can affect sleep quality, and plan a calm, structured first morning back to help them feel more confident.

We are required to monitor your child's attendance closely if it falls below our target of 95% and we will discuss this with you if the attendance falls below 90%. It is important that you inform us of any reason your child is unable to attend school as soon as possible.

Healthy Schools and Celebrations

At Hamstel Infants and Nursery School we are committed to helping improve the oral health of our children due to the rise in dental decay in children under 5 years old. Good oral care is important for overall health, prevention of pain, communication, appearance and quality of life. In order for us to provide our children with the best start for oral health we want to limit their intake of sugary foods to four times a day, breakfast, lunch, snack and dinner. Therefore, we would respectfully ask that you do not send in sweets or cakes to hand out to children when celebrating a birthday. Your child's birthday will be celebrated and they will be made to feel special in class. If you would like to buy something, we would like to suggest a book for the class to read at the end of the day as this will help build our bank of reading for pleasure books for the children.

Healthy Smiles

Once the children have settled into nursery, we will be introducing daily toothbrushing. We will support the children to brush their teeth once a day at school to help prevent tooth decay. As a school we will be working closely with Public Health and the Community Dental Service (CDS) to support the children in brushing and oral hygiene at school.

Communication

There are various ways in which we will communicate with you about curriculum updates and your child's school day.

- Arbor for key updates and year group letters
- Weekly whole school newsletters
- Half termly curriculum overviews
- Notices of any changes in the classroom windows
- Facebook

Behaviour: Routines and Expectations

Good behaviour leads to happy children, which in turn leads to high achievement. We expect all members of our school community to be **polite** and **respectful**.

We aim for well organised classrooms, positive relationships with children, fairness and consistency to ensure that our children understand the consequences should their behaviour not meet our high expectations.

We strive to implement our high positive behaviour approaches through positive promotion of our **school and nursery values**.

Our Reward System

We promote good behaviour from a positive and encouraging stance. Along with positive verbal praise we use stickers as a visual symbol and reminder to good behaviour and following our nursery values.

Managing Behaviour in the Classroom

We strive to understand that all behaviour is communication and young children are still learning the rules and expectations, however there may still be occasions where consequences need to be implemented.

With this in mind staff use the following process: **ARC**

Ask

Remind

Consequence

Ask children to stop and give them the opportunity to correct minor inappropriate behaviours.

Remind children of the expected behaviour and warn that there will be a consequence for poor choices.

Consequence - when a child does not respond to reasonable reminders and warnings, they will be given a consequence.