



Ofsted Inspection 2023:

'Weston Primary & Nursery School continues to be a good school.'

'Pupils are kind, confident and enjoy their learning.'



Welcome to Weston Church of England Primary and Nursery School



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"We are delighted to welcome you and your child to our wonderful school and community here at Weston. The early years are such a special time of discovery and growth. Our classroom is designed to be nurturing and stimulating so that curiosity and creativity can be encouraged. Every day your child will be able to participate in various learning activities. Some of these activities are led by an adult and some are led by a child's individual choice.

Each child is unique and therefore will have different needs. Our early years' staff are trained to identify where your child is and understand how to help your child progress to the next level.

Our curriculum is designed to foster a love of learning through play, exploration, and hands-on activities. We will focus on developing key skills and knowledge in alignment with the Early Years Foundation Stage framework.

Communication is key and by working together, we can ensure your child has a positive, enriching, and successful year. We know your child will thrive in our Early Years Unit and we look forward to working with you and your child very soon."



Miss Jodie Francis
Early Years Teacher





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OUR STAFF



Miss Francis
Class Teacher



Miss Gaston
Teaching Assistant



Mrs Stokes
Teaching Assistant



Mrs Routledge
Teaching Assistant

We are a mixed class of Nursery and Reception children. We are very lucky to be well staffed with 3 early year practitioners, which allows us to run 2 timetables alongside each other, ensuring we cater for the needs of our Nursery children as well as our Reception. Miss Gaston and Mrs Stokes work in the morning. Mrs Routledge works in the afternoon.

If you are new to our school, two members of our Early Years team will come to visit you and your child at your home. This provides a wonderful opportunity to get to know you and your child before school starts. It helps to build relationships and supports transition. Staff will also contact your child's nursery to learn more about them.





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EYFS Curriculum:

The Early Years Foundation is made up of 7 areas of learning. These 7 areas of learning are split into 2 areas: Prime areas of learning and Specific areas of learning. Please note these are the Early Learning Goals for the end of Reception.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self-Regulation	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships	• Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



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Physical Development	Gross Motor Skills	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor Skills	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.

Literacy	Comprehension	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	- Write recognisable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Write simple phrases and sentences that can be read by others.

Maths	Number	- Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
	Numerical Patterns	- Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



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Understanding the World	Past and Present	• Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
	The Natural World	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design	Creating with Materials	• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



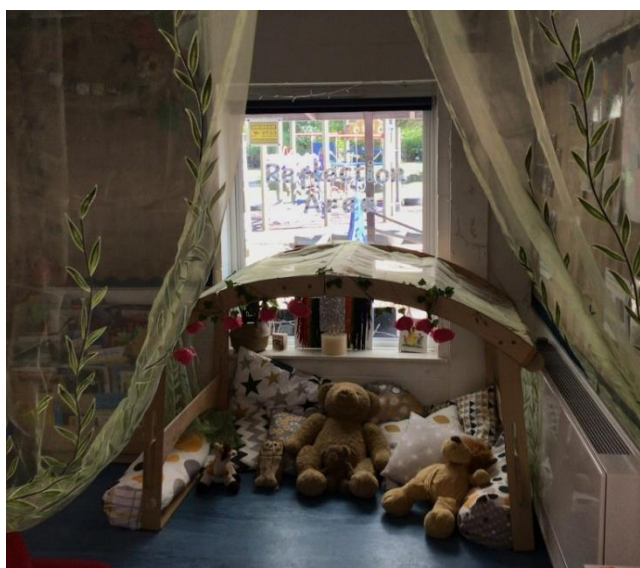
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Our classroom:





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Outside areas:





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Key Information:

Times:

- In Nursery, your child will attend for five mornings each week, from 8.45 am until 12:00pm.
- In Reception, your child will attend for 5 days a week, 8.45am-3.15pm.

Uniform:

- Information about school uniform can be found on the website under the Parent Tab. We ask that you provide your child with a pair of welly boots and leave these at school. Please name all items.

Daily Snack:

- Children under 5 receive a carton of milk free of charge. When your child turns 5, parents can decide if they want to pay for their child's milk. More information about milk will be sent out soon. Children will also receive a free portion of fruit or vegetables daily.

Book Bags:

- The children take a book home from school every day to share with you. Your child will choose a new book at least once a week.

Clothes:

- All children need to have at least one change of clothes in school. Sometimes activities can get a little messy and your child may choose to learn through exploring within these areas. At Nursery school age, children may also still need support in using the toilet. We are happy to work with you and support your child.

Thank you:

- We look forward to working closely with you to give your child the best possible start to their education.



EYFS

— "Enabling environments mobilise the energy, attention, curiosity and focus of children?"



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Transition dates:

Monday 6th July at 6pm: **WELCOME PRESENTATION** (in school hall)

Mr Holmes, Mr Boxall and Miss Francis will be delivering a presentation all about EYFS at 6pm in the hall. It will be a great opportunity to learn more about the curriculum and ask any questions that you may have. You will also have the chance to drop off any signed documents to our school (more information to follow.) If possible, please do not bring children to this event.

Thursday 9th July: **STAY AND PLAY** (parents to attend)

All children and parents will receive an allocated time slot to attend a stay and play session for 1 hour. It will be a great way for EYFS staff to get to know you and your child. You will also have time to explore the classroom (indoors and outdoors) and ask any further questions. Please note that one parent should attend this session with their child and stay for the whole 1 hour. Also, a reminder that our current nursery children (going into Reception) will also receive **one** slot to attend.

Potential timeslots for Thursday 9th July:

- 9:00 - 10:00am
- 10:15 - 11:15am

Tuesday 1st September - School closed to pupils due to staff training.

Wednesday 2nd September **HOME VISITS** (for all children)

All Nursery and Reception children will receive an allocated date and time slot for a home visit. These visits are a wonderful chance to get to know your child in a comfortable and relaxed setting, such as their home. Two members of the EYFS team will come to visit you and your child at home. Parents will be given the chance to discuss their child's interests and any concerns that they may have. Staff will share further information about our school and answer any questions you may have. Each visit will last around 10 minutes, and it is important that we stick to the time allocated.

Thursday 3rd September **STAY AND PLAY** (without parents)

Nursery children will receive an allocated time slot to attend a stay and play session for 1 hour. It will be a great way for EYFS staff to get to know your child and the children to get to know each other and the staff. The children will have time to explore the classroom (indoors and outdoors). Please note that parents will not attend this session.

Reception children will stay for the whole morning (8:45-12:00).

Potential timeslots for Thursday 3rd September (Nursery):

- 9:00 - 10:15am
- 10:30 - 11:45am



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Friday 4th September: STAY AND PLAY (without parents)

Staff are very excited to get to know your child's interests, and we will have lots of fun activities planned. All children will attend from **8:45am until 12:00pm**.

Monday 7th September:

Nursery will attend school from 8:45am until 12:00pm (normal day). Parents will not stay during this time.

Reception children will attend school from 8:45am. Reception parents to meet in hall at 11:30am. At **11:30am**, one member of the EYFS team will bring the reception children down to the hall to meet their parents. This is a good opportunity for your child to become familiar with the school hall and try to eat a school dinner with you. Only Reception children and their parents will eat in the hall. More information about booking this will be available soon. Reception children can then go straight home once they have eaten with their grown up.

Tuesday 8th September:

Nursery normal start and finish time (8:45am-12:00pm.)

Reception operating a staggered start (8:45am-13:30pm)

Wednesday 9th September

Nursery normal start and finish time (8:45am-12:00pm.)

Reception normal start and finish time (8:45am-15:15pm)

Thursday 10th September:

Normal timings for both Nursery (8:45am-12:00pm) and Reception (8:45am-15:15pm)

Friday 11th September:

Normal timings for both Nursery (8:45am-12:00pm) and Reception (8:45am-15:15pm)

From Monday 14th September:

Normal timings for both Nursery (8:45am-12:00pm) and Reception (8:45am-15:15pm)

Thank you for taking the time to read this booklet.

We look forward to meeting you soon!