

Welcome Booklet



Welcome Pack for starting at Richmond Methodist Primary and Nursery.

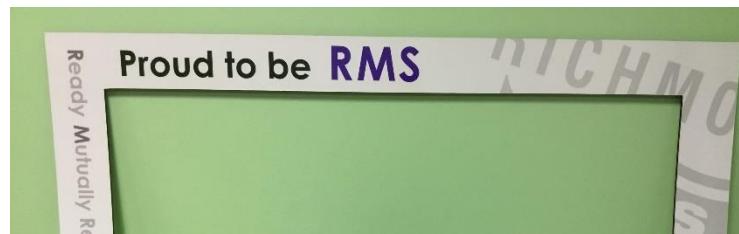
Inside this information pack you will find lots of handy tips, ideas and advice on starting at Richmond Methodist Primary and Nursery School, Early Years Foundation Stage 1 (Nursery) and 2 (Reception). Our FS1 area is currently situated within our wider EYFS unit with imminent plans to provide a purpose designed building and self-contained unit elsewhere on our premises. Our EYFS is staffed by qualified teachers specialising in aged 3-8 years education and two full time, very experienced teaching assistants.

Here at RMS, we aim to 'do all the good we can' in providing a nurturing, exciting and safe environment for your child's first step in their education journey. Our friendly EYFS team and the wider school, all welcome you and your child to start their new adventure. Our whole school mantra is 'for all' and we consider ourselves a school family, where everyone is special and all are valued. We teach children to notice and appreciate each other and the wonderful world around them.

Please do not hesitate to contact us or ask any questions or enquires you may have during your time here with us.

We have a Facebook page [EYFS@RMS](#), a school Facebook page [@RichmondMethodistSchool](#) and a school Twitter page [RichmondMethod1](#)

We also have lots of information about our school on our school website www.richmondmethodist.n-yorks.sch.uk



Our School:

Our school vision:

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can."

John Wesley

(Traditional summary of the Methodist Teaching)

Background:

- The Methodist Church was founded by John Wesley in the mid-1700s. He believed that Christianity and learning were 'for all' and he travelled Britain, America and Europe spreading this belief. Our school was founded by the Methodist Church in the mid-1800s and still keeps inclusiveness and equality at the heart of everything we do. This means we embrace and respect all faiths (and those who do not practise a faith), whilst seeking to ensure all children leave us with a strong moral core of non-negotiable values. These are based on the Christian teachings but are not exclusive to Christianity.

Structure:

- Our school is organised into dual year group classes. Nursery and Reception, Years 1 and 2, Years 3 and 4, Years 5 and 6. With the exception of Nursery and Foundation Stage, there are three parallel classes for each. On leaving their Reception Class, the children will go into one of the three Year 1 and 2 classes with at least half of their class. Before this change over, the children will have visited their new class and teacher on several occasions and the class teachers meet to discuss all of the children so all pertinent information is passed on to the new teacher. The classes are organised with the children's best interests as the key driver behind which class they will go into. By this we aim to consider the best environment for your child to feel happy, secure and to flourish in.

What to bring to RMS Nursery & Reception

- We encourage **Nursery uniform:** Grey or Green Sweatshirts, Cardigans and Polo T shirts to help with one less thing to think about in your family's daily routine and not having to worry about having the multi-sensory contents of your child's learning on their best clothes! We do use aprons but as you can imagine, when children are immersed in their learning, messiness happens! We also request black or grey leggings/skirt/shorts/joggers and sensible shoes in dark colours. This can include smart trainers. **Foundation Stage (FS2) Uniform** is as the rest of the school: We would expect children to be wearing grey/black trousers/shorts/skirts/green or grey or black tights and sensible dark school shoes. In summer, lighter green checked summer dresses may be worn. Sandals are permitted if they are sturdy and robust to protect a child's foot.

Please clearly label any items, including shoes. If your child would benefit from a set of spare clothes and/or underwear. These can be stored on their peg in their P.E. kit bag. Please label these clothes also. The children will have need of a water bottle which can be re-filled at school during the day.

P.E. Children will require a plain, white T-Shirt, black shorts/leggings and black plimsoles. In the summer months, we will go outside and so outside running trainers may be an advantage.

- **Bringing toys and personal belongings** into Nursery is not encouraged. We understand at times that children can become attached to toys on their journey to nursery but as you can imagine these can sometimes cause conflict when other children wish to look at them or show an interest. If these items do come into school, we are unable to take any responsibility for loss or damage. We are very happy to share a book or interesting, non-valuable, object from home however.

- We offer **a hot meal for lunch times** at a small cost of £2.00 in Nursery or free in Reception to Year 2 classes under Government funding Universal Infant free School Meals. If you wish to not have hot meals we please ask that you provide a cold packed lunch. We are proud to be a healthy school and so respectfully request that a healthy packed lunch that forms part of a healthy balanced diet is recommended. This means that a packed lunch should contain some or all of the following:

- Ø 1 portion of vegetables or salad

- Ø 1 portion of fruit
- Ø 1 portion of milk or dairy products
- Ø 1 portion of meat, chicken or protein
- Ø 1 portion of starchy food e.g. bread
- Ø 1 small treat – optional

• If your child has **regular medication** then please ensure the office and EYFS Team are aware of your child's needs. If medication has been prescribed by a Doctor then we do need to see medication with a prescription label clearly attached. If your child has been prescribed antibiotics then we ask that your child stays at home for 24 hours after starting the course. This is to make sure that there are no side effects and that the medication has had time to get in-to the system. We then can administer at nursery once a medication form has been completed and signed.

• **Wet & cold weather clothing.** We do have some spare wellington boots on site and wet weather outer clothing but if you wish to supply boots and appropriate wet weather clothes then please make sure this is clearly labelled. Please provide hats and gloves clearly labelled so that your child can still enjoy the experience of being outside in the colder months.

• **Sun Cream and Hats.** In the summer months please provide your child with a sun hat and apply sun cream **before school and send in a bottle (labelled with your child's name) to top up as required**.

• **Snacks.** At nursery we provide a healthy snack that the children can help themselves to at any time during the morning. Fresh milk and water are also provided. The snack consists of fresh fruit apple, pears, oranges, bananas and many other fresh fruits. We also provide malt loaf, rice cakes, breadsticks etc. Children are welcome to bring their own snack but please be aware it should be healthy (i.e. not have a high (amber or red indicator) sugar or fat content) and not contain nuts.

What happens at RMS Nursery & Reception:

• **Curriculum:** In the EYFS Early Years Foundation stage we focus on the Prime and Specific areas. Children should focus on developing the 3 prime areas first as these support life-long learning skills.

These are:

- Communication and language; • Physical development; and • Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas.

These are: • Literacy; • Mathematics; • Understanding the world; and • Expressive arts and design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that activities are suited to your child's unique needs. It is similar to working from a curriculum, as older children follow, but it is suitable for very young children. It is designed to be really flexible so that we as an Early Years provider, can follow your child's unique needs and interests.

Our three classrooms (two indoor and one outdoor) offer open ended, natural resources with which children spend the majority of their day investigating and exploring. We plan stimulating introductions to our learning to infuse children with the spark of excitement and the need to find out more. The introductions are often around a story or child's interest, artefact or event and then we plan in the moment to enable each child to pursue their interests whilst we weave in the age-appropriate learning content. Learning is hugely tangible and creates a buzz of commotion in the classrooms! High priority is placed upon phonic learning and reading as this unlocks all other learning. Initially, in FS1 but thereafter throughout EYFS, time is taken to ensure each child enjoys a rich variety of traditional tales, nursery rhymes and songs – the purpose being to lay a firm foundation in understanding vocabulary and language, identifying rhymes, sounds and patterns such as repetition, noise words or shapes of words. Upon this key stone then is laid the phoneme knowledge of reading and writing.

• **Pencil Control:** We continually focus on strengthening children's fine motor muscles and their core muscles before we encourage children to sit and write. Developmentally, this is of paramount importance to get right before we can expect the more academic writing skill. When children are ready, we encourage the 'pinch' technique to holding the pencil. We also begin cursive handwriting when a child is ready. At FS1, children may begin writing large letters in the air and not be expected to sit and write formally. The two years of EYFS are structured to allow a child to progress individually and developmentally throughout the two years, finishing with the skills and knowledge necessary to successfully access Year 1. At home, fine motor activities such as lego, sewing, colouring, painting, playdough, threading etc. will support your child effectively.

Parent Contributions: At RMS EYFS we like to have parent's involvement in their learning as much as possible. Please could you take the time to complete starting points for your child/ren. This will really help us to know where your child's development is already at and what areas we can work on and develop. Your child will have next steps that their key person will focus on. We use Tapestry as an interactive online journal and we will set every parent up with a personal login. Please feel free to write observations that you see your child/ren doing at home. We recognise that parents and carers are their child's first and most important educator and with that in mind we wish to have the support and contributions of parents / carers when planning each child's next steps in their learning and development. You can contribute by:

- Adding your news, comments and events to the Tapestry App, tell us about your child's achievements - First night's sleep in their big bed, riding their bicycle, tell us about some news - a visit to grandmas, new shoes, a new baby or a holiday

and - mMake a note about a new development or progress your child has made.

Stay and Play: We regularly hold stay and play sessions where parents, grandparents and carers can visit the children in the setting and the children can show you their achievements. It is an opportunity for celebration and also for you're your to comment in their paper Learning Journals.

Safeguarding information:

Mobile Phones: Due to safeguarding protocol, we ask that all parents and carers do not use their mobile phones whilst in nursery. This includes our cloak room area. We at EYFS RMS are committed to safeguarding children and staff at all times. If you are seen to be using your mobile phone you will be asked politely to end your call and put your phone away out of sight. We thank you in advance for your cooperation.

Attendance: Although Nursery Education is non-statutory, there is a proven link between attendance, punctuality and children's attainment and it is important to establish good habits of attendance so that children can take full advantage of the education offered. Regular attendance is essential if children are to benefit fully from their nursery life. It is important that children learn the importance of being punctual as part of their preparation for adult life. The aims of our Attendance policy throughout school are:

- To encourage prompt arrival at school
- To encourage regular attendance.
- To ensure that routines are in place for monitoring attendance and for early identification of any difficulties.
- To work together with parents in order to achieve high standards of attendance and punctuality.

We plan activities and experiences for your child to attend every day that he/she is scheduled. Therefore, if your child

is going to be absent from nursery, please call the office (01748 822794) to report their absence. It is important if your child is going to be late for their nursery session that you call the office to inform us. • Please notify the school when your child is unable to attend, with a reason, by 9.00 a.m. on the first day of the absence. Please inform on the second day if the absence is continuing. • In cases of lengthy absence, keep the nursery well informed, in order that the nursery can be prepared for the child's return. • Please provide details indicating attendance at the dentist, doctor or optician before the arranged appointment unless an emergency situation has arisen.

Contact details: • Please provide up to date contact numbers and notify changes of address. Please also immediately notify the school if details/circumstances change throughout the year.

Permissions: Please ensure the permissions form is completed and returned to school. This enables us to communicate with you through Tapestry but also celebrate and communicate on social media.

Car parking: Wherever possible, please walk to school and there are two electronic crossings situated near the school for crossing Darlington Road. We usually have a Lollipop person too. However, if walking is not possible, there is limited parking available outside school and in the surrounding streets but please park responsibly and take great care in manoeuvring. The staff car park does contain a disabled parking space and registered disabled permit holders are welcome to use that space. Please note the gates are closed during school opening hours and should remain closed after entry or exit.

Bumps and injuries: Whilst safeguarding is our primary focus, from time to time, it may be necessary to contact you to alert you to an accident involving your child. If the injury is minor (cuts, bruises, scrapes and bumps), you will receive a n_email+text message. You are very welcome to ring/visit the school to seek more detail but otherwise, your child will receive first aid if required, from one of our trained providers and remain at school. In the unlikely event of a more serious injury and including a head injury where your child may need ongoing observation in case of delayed effects, your child will receive first aid treatment and you will receive a phone call immediately. All accidents are recorded and evaluations are made of each circumstance to avoid future reoccurrence.

Administrating Calpol and sickness procedures: Children must not attend and/or remain in the EYFS unit if they are unwell in any way. Children with any symptoms are asked to stay at home to protect the other children and staff members from illness. Parents will be informed immediately if: Your child develops a temperature of 37.5-38 degrees

Celsius,or if your child develops diarrhoea and/or vomiting. We will also inform you if your child does not appear to be themselves and we have any concerns.

We will ask for the child to be collected in both cases. (A normal temperature in children is about 36.4C (97.5F) but this does differ slightly from child to child. A fever is usually considered to be a temperature of over 37.5C (99.5F)). Please note that children are not permitted to return to the nursery until 48 hours after the last case of diarrhoea and/or vomiting and only when they are eating and taking fluids normally. Calpol and other infant paracetamol suspensions are acknowledged as very effective means of reducing a child's temperature (for example when a child is teething) but it is also good at masking symptoms. We are unable to administer calpol as a top up during the day unless it has been prescribed by a doctor.

<u>Illness</u>	<u>Treatment/incubation</u>	
Conjunctivitis	Once had 24 hours of drops/ointment they can return to nursery,	
High Temperature	If unable to maintain a temp between 36.4-37c (normal) unable to return for 24 hours	
Head lice	Will advise parent on collection once treatment done they can return	
Vomiting or diarrhoea	48 hour clearance at least depending on severity.	Under Manager/Deputy discretion
Hand Foot and Mouth	24 hour clearance	Under Manager/Deputy discretion
Chicken pox	5-10 days once all spots have scabbed over.	
Impetigo	After 48 hours of treatment starting or the sores have stopped blistering or crusting	

All About Me

My name is... (Ask an adult to write your name. Try tracing over the letters with your finger or a crayon.)

I am ... years old (How old are you?)

I like... (What do you like doing?)

This is my family... (Can you draw them?)

More About Me

My friends are...

My favourite toy is ... (Can you draw it?)

I'm really good at... (Draw some things you are good at.)

These things worry me... (What worries you?)

Things I Am Learning to Do

Tick the things that you can do. Don't worry if there are things you can't do just yet – we will have fun learning them together! You could colour the pictures too.



Put on my coat.



Put on my shoes.



Wash and dry
my hands.



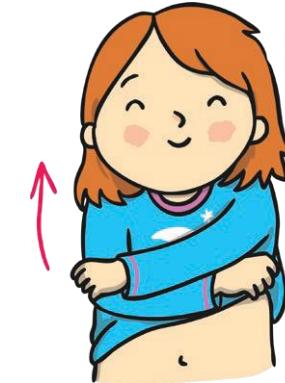
Say when I need
to use the toilet.



Use a spoon.



Help to get
myself dressed.



Help to get myself
undressed.



my name

Recognise my name.

Things I Might Do

All these fun things happen when you come to see us!

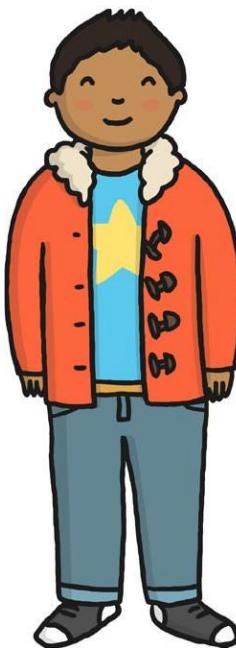


Things I Need to Bring



Pair of Boots

We need these when we are outside and it is wet and muddy!



Coat

A waterproof coat is very important because we like to play outside every day. Make sure it has your name inside.



Drink Bottle

Drinking water helps us to stay healthy.



Bag

A bag of spare clothes and other things you might need during the day. We can put things in your bag to take home too.

My Day

There are lots of fun things to do when you come to our group!



When you arrive, you can put your coat away and then whoever brings you to group can help you find something to play with.

Each day, we will check to see who is at group and say 'hello' to each other. There will be lots of other children for you to play with.



There are lots of things to play with and things for you to do when you come to play. We can play inside and outside too.

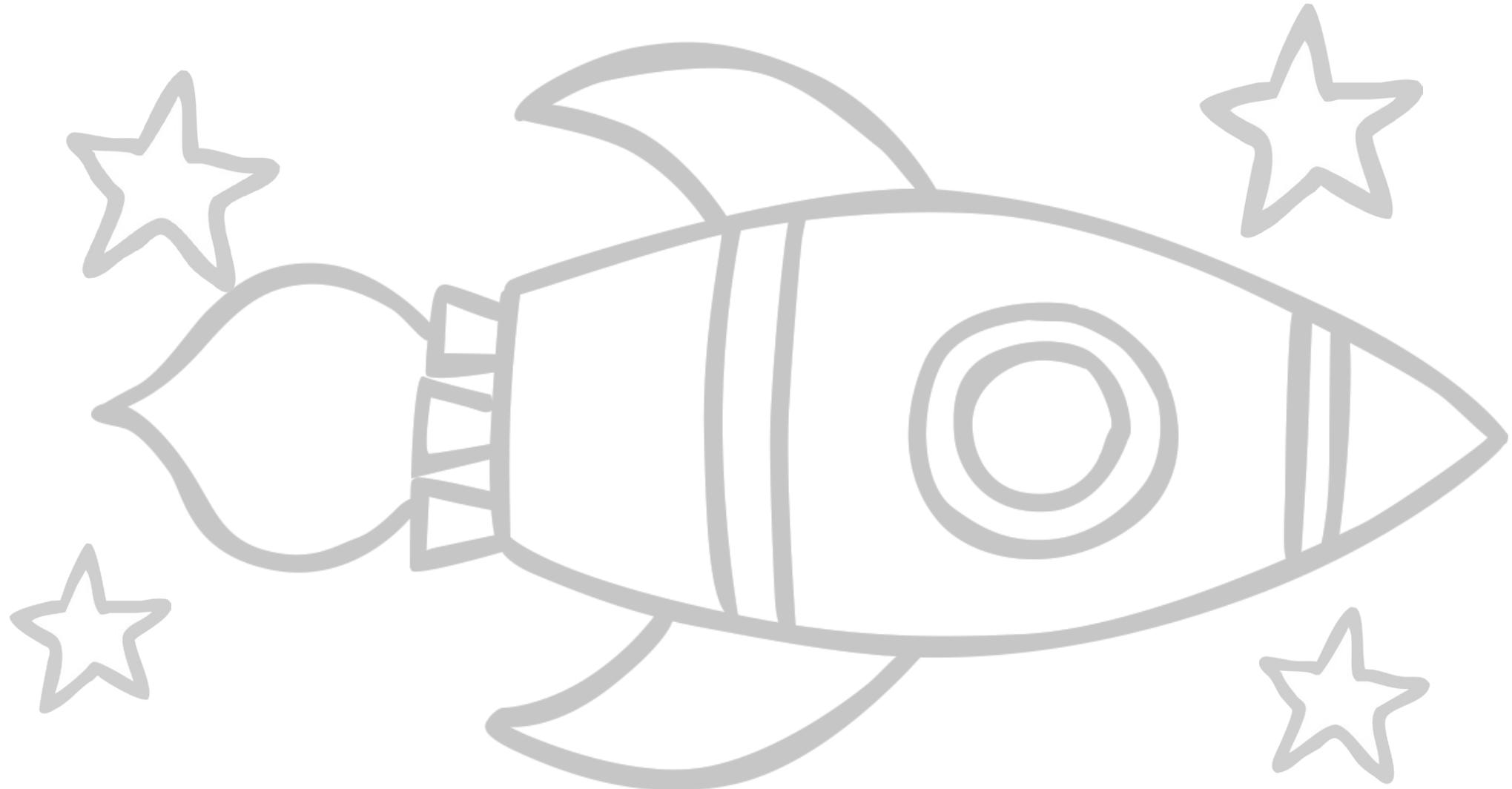
My Day



Soon it will be home time! There are often lots of things to remember at home time so make sure you listen carefully and remember all your belongings.

My Colouring Sheets

Draw over the lines and colour the picture. What colours can you use?



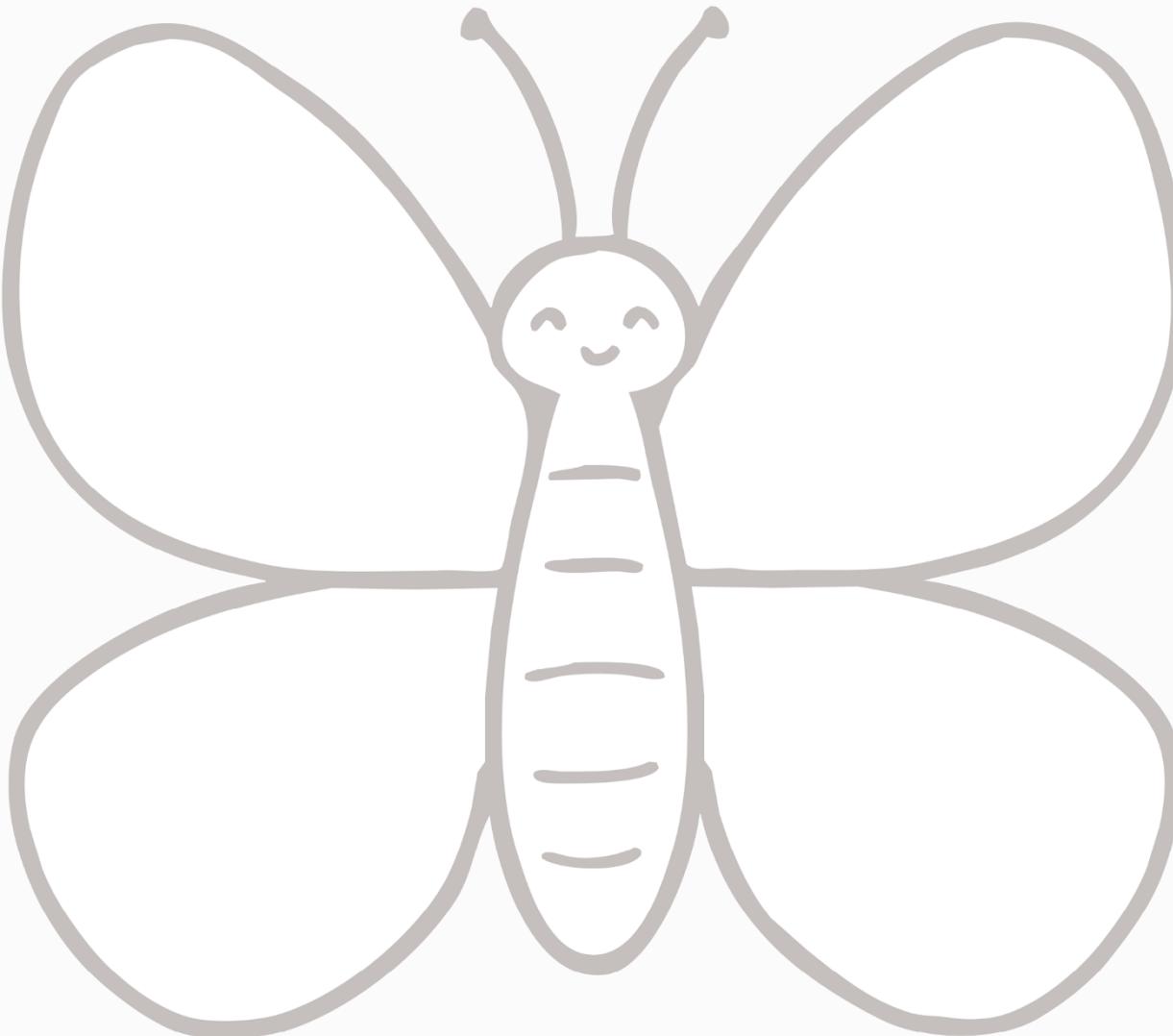
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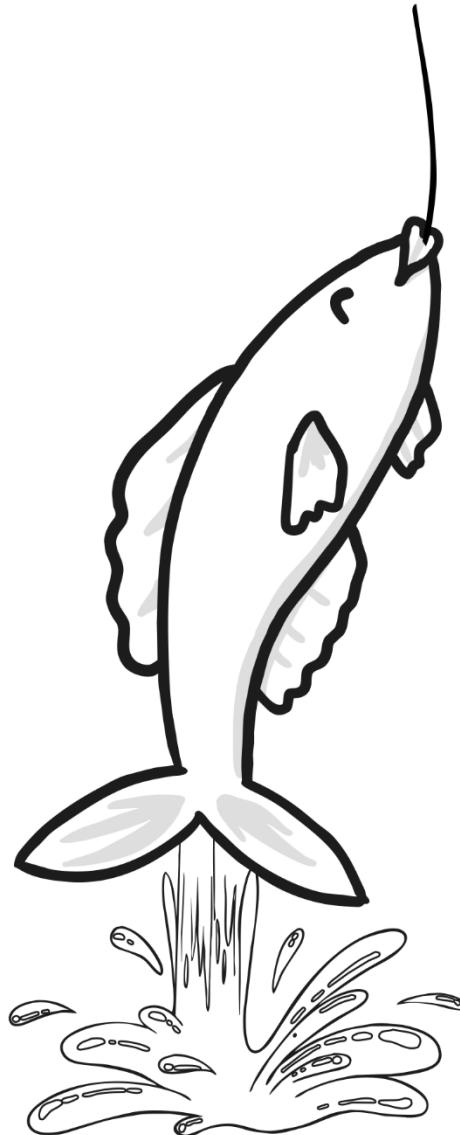


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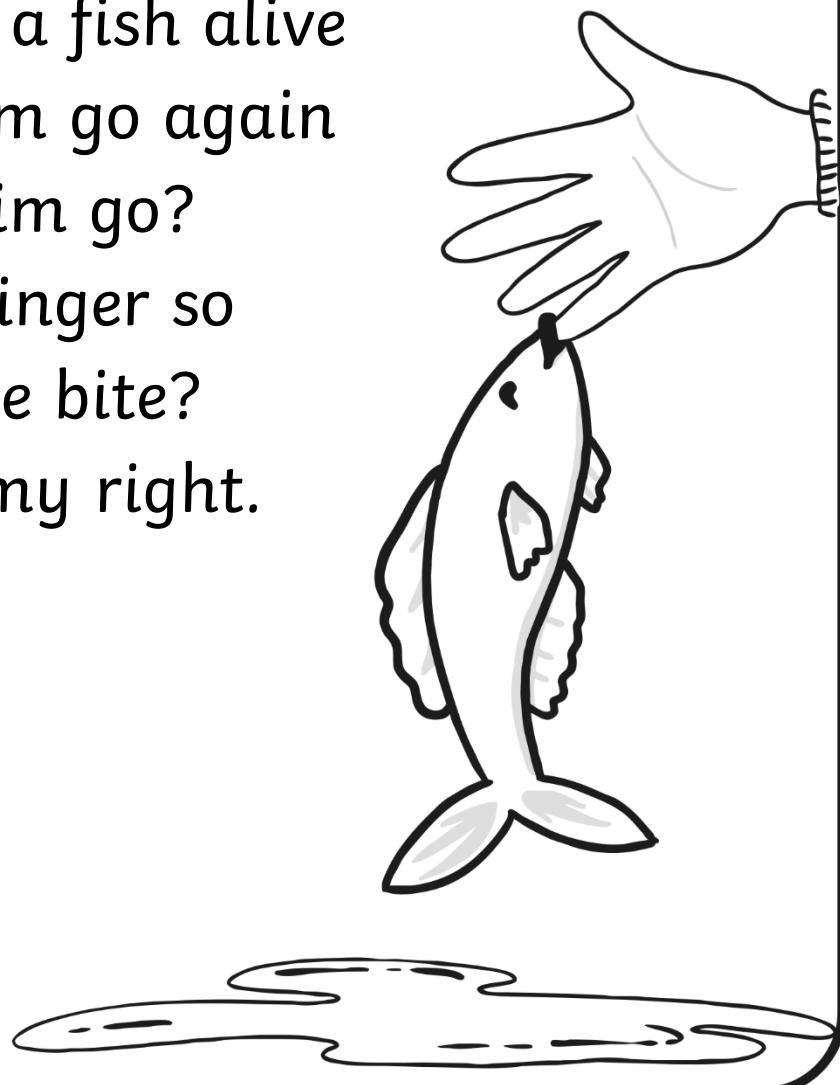
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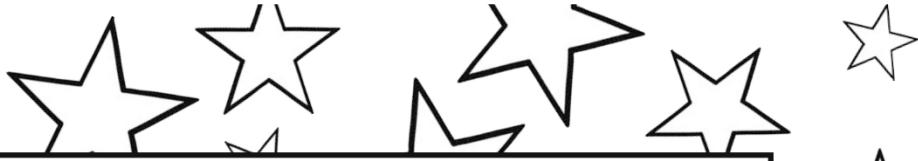


1 2 3 4 5 Once I Caught a Fish Alive



1,2,3,4,5, once I caught a fish alive
6,7,8,9,10, then I let him go again
Why did you let him go?
Because he bit my finger so
Which finger did he bite?
This little finger on my right.



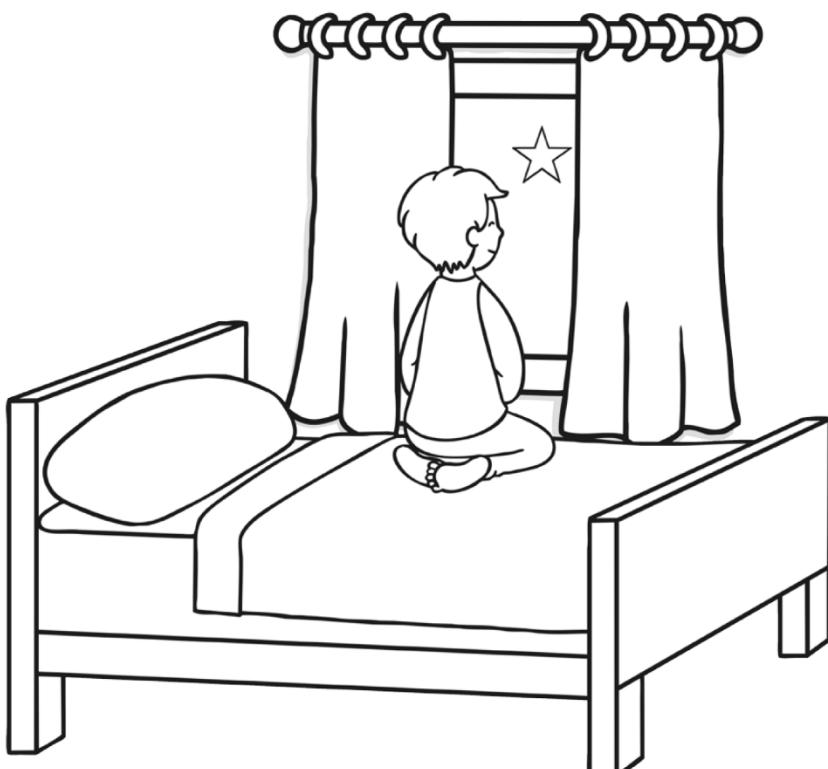


Twinkle, Twinkle, Little Star

Twinkle, twinkle, little star,
How I wonder what you are.

Up above the world so high,
Like a diamond in the sky.

Twinkle, twinkle, little star,
How I wonder what you are.



Humpty Dumpty Tracing

Trace over the dotted lines using your finger or a crayon.



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People who help us

Lots of people work at our group. My special people are... (Who is your teacher, key person or nursery nurse?)

Some other people include... (other adults or children)

