



Queens' Federation

Queen Emma  
Primary School

# Welcome to Foxes Room at Queen Emma Primary School

## Welcome to Foxes Room at Queen Emma Nursery!

We are looking forward to getting to know both you and your children this year and know that our time in Foxes will be filled with lots of exciting and interesting learning opportunities. We hope this booklet will give you lots of useful information.

Mrs Layton teaches in Foxes on Monday, Tuesday and Wednesday and Mrs Symonds is in Foxes on Thursday and Friday. Miss Brown, Miss Dunn, Mrs Macpherson, Miss Martin, Mrs Fletcher, Miss Fletcher, Mrs O'Connor and Mrs Assimakos work in Foxes too on different days across the week.

Our Nursery Administrator is Mrs Dargiene. Mrs Dargiene works from Monday to Friday between 9.00am and 2.30pm. If you have any queries or questions about Nursery please contact Mrs Dargiene on 01223 714305 or email [nursery@queenemma.cambs.sch.uk](mailto:nursery@queenemma.cambs.sch.uk).

Queen Emma Nursery is a place where children learn through play. Play is central to children's learning and is the key way in which young children learn. We aim to provide your child with a rich and stimulating play environment in a safe and secure setting.

Our Nursery operates two rooms. Cubs Room is for our two year old children and Foxes Room is for our three year old children. Children in Foxes Room can attend core hours and extended care sessions. Further information about extended care can be found on the final page of this booklet.

### Our Day in Foxes Room

Our morning session runs from 8.45am to 11.45am and our afternoon session runs from 12.30pm to 3.30pm. Please enter school via the large black playground gate. Please wait by the Nursery outdoor area gate until a member of staff opens the gate at the beginning of your session. If you are late or need to pick up your child outside of our Nursery session times, you will need to enter school via the main entrance and speak to a member of our school office staff.

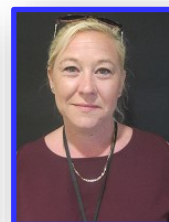
During their time in Foxes Room, the children will take part in and enjoy a wide range of play based activities. Activities are planned to support and extend children's individual interests and fascinations and to support their developmental needs. Areas of continuous provision, such as a sand area, water area, painting area, malleable area, mark-making and writing area, book area, home corner, construction area and a small world area are permanently available to enhance children's learning opportunities.

At the beginning and end of each session, the children come together for a short, focused activities which may include stories and songs. Children will also have a mid morning or a mid afternoon snack.

## Meet the Foxes Room staff



Mrs Layton



Mrs Symonds



Miss Brown



Miss Dunn



Miss Fletcher



Mrs O'Connor



Mrs Macpherson



Mrs Assimakos



Miss Martin



Mrs Fletcher



Mrs Dargiene





# What will my child learn in Foxes?

In Foxes Room, we focus on the Prime and Specific Areas of learning of the Early Years Foundation Stage. The three Prime Areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form positive relationships and thrive. The Prime Areas are Personal, Social and Emotional Development, Communication and Language and Physical Development. The Specific Areas build on the learning in the Prime Areas and are fundamental in a child's life. The four Specific Areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

**Personal, Social and Emotional Development** involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

**Communication and Language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations.

**Physical Development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.

**Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials to ignite their interest.

**Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers and to describe shapes, spaces and measures.

**Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

**Expressive Arts and Design** involves enabling children to explore and play with a wide range of media and materials as well as encouragement to share thoughts, ideas and feelings through art, music, movement, dance, role-play and design technology.

## How can I help with my child's learning?

All of the fun activities that you do with your child at home are important in supporting their learning and development. These activities have a long lasting effect on your child's learning as they progress through school. Even when your child is very young and not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time to do some of the following things with your child it will make a difference to your child's confidence as a young learner.

Sing and tell nursery rhymes.

On a trip to the supermarket, talk about the different packaging shapes.

Talk to your child at every opportunity.

Use the weather - shadows, rain puddles, snow, wind, mist and sun to extend your child's vocabulary.

Share a book together.

Plant seeds or bulbs in a pot or garden patch.

Talk about the numbers, colours, words and letters you see when you are out and about.

Cook or bake together.



# What does my child need in Foxes?

Children attending Foxes do not need to wear school uniform. Instead, they should wear practical clothing that is suitable for both indoor and outdoor activities. It is useful if children can wear clothes that are easy for them to put on and off themselves, such as jogging bottoms and shoes with Velcro straps. This all helps to develop important independent skills.



We spend a lot of time outside in Foxes Room so please make sure your child is fully equipped with clothing for all weathers. This will include a coat, hat and gloves during colder times and a sun hat during warmer weather. Please apply sun cream to your child before they come to nursery in the morning if necessary.



During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable footwear during the summer months.



Your child will need a named water bottle in school. These should be brought to school and taken home again everyday. Water bottles will be refilled regularly throughout your child's session.



Children also need to bring in a healthy snack - a piece of fruit or vegetable that they can eat midway through their morning or afternoon session. Please can children bring their snack to school in a named container.



Your child's school shoes should be clean and comfortable. The children will wear these shoes all day, both inside and outside. If the weather is very wet, muddy or snowy, children may wear boots or wellingtons and bring shoes to change into once they come into the classroom. Thank you!

If your child is still in nappies or training pants we ask that an additional bag is kept on your child's peg with any necessary supplies.

Please could all children have a spare change of clothes in Nursery too. These can be kept in a bag on your child's peg.

**Please make sure that all items of clothing are clearly named - thank you.**



## Speaking and Listening in Foxes Room



Communication and Language is a key area of our work in Foxes Room. Studies have shown that children who are read to and spoken to with a great deal during early childhood will have larger vocabularies and a better understanding of and use of grammar than those who aren't. Here are some of the ways that you can help at home and how we nurture your child's language development in Foxes Room.

**Talk, Talk, Talk** - we love to narrate our day as it is happening! "We're going on a walk now. Can you hear the wind blowing in the trees? Can you hear the Autumn leaves crunching under your feet?"

**Read, Read, Read** - we love to read and act out stories in Foxes Room. We read picture books, poems and rhymes too.

**Enjoy Music Together** - we love music and movement sessions. Singing songs help us learn about the word around us and the rhythm of language.

**Tell Stories** - we like to make up elaborate stories with characters, adventure and happy endings too!

**Screen Time** - some educational programmes can be beneficial to children, however, when they are watching a screen, children are often not interacting with or responding to others.

**Go Out and About** - a trip to the park or a trip to the zoo open up whole new worlds of words for us to learn!

### Games to Play at Home

- \*Sing **Nursery Rhymes**
- \*Play **I Spy** - rather than spying items beginning with individual letters, ask children to spy things that are a certain colour or encourage your child to ask questions to identify an object.
- \*Make a **Memory Game** - draw shapes, animals or household objects on paper plates. Place them face down on the floor - can your child find the matching pairs?
- \***DIY Telephone** - make a telephone with two plastic cups and some string. Share messages with each other.
- \***Musical Statues** - a great game to develop listening and attention skills.

Lots more great ideas can be found here...  
<https://hungrylittleminds.campaign.gov.uk/>

### Phase 1 Phonics

In school, we use a program called 'Success For All Phonics' to help children acquire and use important phonic skills. This learning begins in Nursery.

The first part of this programme focuses on the development of speaking and listening skills. The emphasis is on getting children tuned into the sounds around them. This helps children to listen to sounds around them, remember sounds and to develop vocabulary and language comprehension. Activities may include going on a listening walk, playing a sound lotto game or making shakers. We may play instruments alongside a story and will sing lots of songs and action rhymes.

Later in our year in Foxes, we will begin to develop our appreciation of rhythm and rhyme, identifying rhyming words, play rhyming bingo, odd one out games and clap out syllables in words. We will then begin listening to the initial sounds in words and play lots of I Spy type games.



# The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. Children's academic achievements, self-confidence, resilience and potential will also be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best they can be, even when they are not seen!

## 7 Habits

**Habit 1: Be Proactive - I am responsible for my own learning and actions.**



-Have a 'can do' attitude and try our best in everything we do.

-Stop, think and make good choices.  
-Take responsibility for our actions and outcomes.

**Habit 2: Begin with the End in Mind - I aim high and understand the importance of learning for life.**



-Set a goal.  
-Make a plan on how to achieve that goal.  
-Persevere if things get tough.

**Habit 3: Put First Things First - I persevere and challenge myself to solve problems.**



-Do the important things first.  
-Stay focused and concentrate.  
-Manage challenges and distractions along

**Habit 4: Think Win-Win - I am kind and think about the needs of others.**



-Look for solutions to problems.  
-Try to make sure everyone can be successful.  
-Be kind and respectful, use courage and consideration when communicating and working together.

**Habit 5: Seek First to Understand, Then to be Understood - I respect myself and others and celebrate my global community.**



-Share own ideas and opinions.  
-Listen to other people's ideas and opinions without interrupting.  
-Try to understand the views and opinions of others even though they may be different to our own.

**Habit 6: Synergize - I work and learn with others and take pride in my achievements and environment.**



-Communicate and listen carefully to others.  
-Value other people's strengths and talents and learn from them.  
-Know that we can get more done and create better ideas and solutions when working as a team.

**Habit 7: Sharpen the Saw - I strive to be the best that I can be.**



-Take care of ourselves, look after our heart, body, mind and spirit.  
-Balance time between school, out of school activities, family and friends.  
-Enjoy learning new skills and seek ways to become a better person.

In Nursery, we focus on the use of Habit 1, Habit 2 and Habit 3. Throughout the year we will gradually introduce the children to the habits and encourage the use of the habits in the Nursery environment.

## The 7 Habits in Nursery

Habits 1, 2 and 3, with the themes of 'Be Kind,' 'Be Brave and 'Be Safe' are introduced to our children and integrated into life in our Cubs and Foxes Rooms. These themes are then extended and developed as children transition into Reception.

Habit 1 - Be Kind



Habit 2 - Be Brave



Habit 3 - Be Safe



### Accidents

Accidents do occasionally happen in Nursery. Staff are trained in first aid procedures. If your child has an accident at Nursery, you will be informed upon collection and asked to sign an accident form. Should your child have an accident that requires further medical support, you will be contacted immediately and any necessary action taken.

### Medicines

Nursery staff may administer medication that has been prescribed by a doctor. A form will need to be signed giving staff permission to administer the medication. Medicines must be in the original named container as prescribed by the doctor and pharmacy.

### Working with Parents

We welcome input from parents at all times and aim to work in partnership with you to provide the best possible care for your children. Please come and talk to us if you have any concerns or worries or have any information about your child that you feel should be shared with us.



### Birthday Books

At Queen Emma, we celebrate birthdays by inviting children to donate a 'birthday book' to their class. A special sticker will be placed in the inside cover of the book to tell everyone who has donated the book. We celebrate in this way to help us be a 'healthy school.'

### Extended Care

At Queen Emma Primary School, we all offer extended care sessions to children in our Nursery, Reception and Year 1 classes during term time. Breakfast Club runs from 7.45am to 8.45am and After School Club runs from 3.30pm to 6.00pm. All extended care sessions take place in Cubs Room and are run by school staff, many of whom also work in the Nursery.

We also run a Holiday Club for children from 2 years to the end of Year 2. Further details and pricing can be found on our school website.

## I am 3

I am not built to sit still, keep my hands to myself, take turns, be patient, stand in line, or keep quiet.

I need motion, I need novelty, I need adventure, and I need to engage the world with my whole body.

## Let Me Play

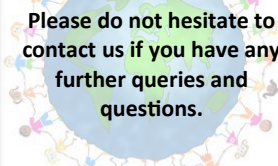
(Trust me, I'm learning)



Thank you for taking the time to read this booklet.

We hope it may have answered some of the questions you may have about Foxes Room.

Please do not hesitate to contact us if you have any further queries and questions.



## I am 4

I'm a smooth talking, agile, and observant seeker of adventure.

I'm kind of a know-it-all... as in I want to know it all.

I have more questions in me than you have answers.

I'm perceptive enough to sense this can frustrate you, but please don't discount my inquisitiveness.

## (Challenge me)

