Over the coming weeks we will be settling children into school again. We will be welcoming lots of new children to school as well.

Our staff plan for children's first days with our 'Starting School Framework'.

The framework gives children the opportunity to make relationships with staff and children and explore their new learning environment.

HEYSA
Haringey Early Years School Alliance



Pembury House Nursery School and Children's Centre
Over Threes
A Starting School Framework

When children start it is important to develop their prime areas of learning, these underpin the specific areas of learning.

Young children need to:

- **Adjust to separation from their parent/carers to new, unknown carers (teacher and key person).**
- **Develop an attachment with their key person.**
- **Get to know their way around a new environment.**
- **Develop a sense of independence in nursery routines.**
- **Learn to share adults and play materials with other children.**
- **Get used to new set of expectations for behaviour.**
- **Adjust to a new routine.**

This document is to give practitioners the confidence to focus on children's prime areas of learning for the first two to four weeks they attend Pembury House. The skills children will learn in the prime areas of learning will support a child's lifelong learning journey. Nursery teachers and children's key person should:

- **Use the information gathered through transition programmes such as stay and play sessions/family welcome meetings/ new parent meetings/transition records and learning journals to plan for *developmental* needs of each unique child.**
- **Build on initial positive relationships with parents and carers to celebrate each unique family.**
- **Provide an enabling environment that allows children to make choices and initiate their own ideas, planning from children's interests, needs and fascinations.**
- **Spend time with children explaining how to access and use equipment, to promote independent learning.**
- **Use observations to build an ongoing picture of the child's learning and development, in particular within PSED, CLL and PD. This will form the child's baseline assessment that staff will input on the school's tracking system Tapestry.**

***This framework will be used throughout the year at the start of each term and for in year admissions.**

A starting school framework

Young children need to learn:

PSED • Separates from main carer with support and encouragement from a familiar adult. • Uses a familiar adult as a secure base to explore the new environment. • Responds to a few appropriate boundaries, with encouragement and support e.g. put an apron on. • Plays alongside others. • Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" when doesn't like something. • Begin to make relationships with peers. • To begin to *show respect* for other children's personal space.	**CL** • To want to communicate with others (verbally or non-verbally). • To want to communicate their own feelings. • To listen and begin to follow simple instructions.	**PD** • Beginning to be independent in self-care, but still often needs adult support. • To be willing to explore the environment through gross and fine motor activity. • To have the body confidence to begin to explore climbing and large apparatus in the nursery garden safely. • To grasp mark making implements and small tools and resources with increasing control.
U of W • To know their way around the new environment. • *To show curiosity and interest,* and use senses to explore. • To show interest toys with buttons, flaps and simple mechanisms, and beginning to learn to operate them.	**MATHS** • To show an interest in sorting and counting when playing and tidying up. • To be able to sort and match when tidying away. • To know the daily routine. **LITERACY** • Listens to and enjoys rhythmic patterns in rhymes and stories. • Begin to look at books and enjoy stories.	**ED** • To be motivated to try new creative experiences. • To begin to move to music/listen or join in with rhymes or songs. • To begin to play imaginatively.

Induction to School Programme

These activities are to run alongside baseline assessment activities.

Island Time Time 11:05 – 11:25 3.10-3.25	• Invite children and their parents/carers into the circle (ask adults to sit together with their child not outside or away from the circle • Sing hello song (encourage parents/carers to join in with you) • Makaton sign • Carry out an induction task (see below) • Time permitting – read a short story* or an action song • Sing/say goodbye

**Core book; pop-up book to support engagement; use puppets to tell story.*

Induction tasks and activities

The following tasks are to be modelled and explained to children and their parents/carers (so they can see the expectations).
Use Widget cards to support understanding

Tidy up time	Remind children of, "you choose it, you use it, you put it away" in continuous provision. Model it for the children.
Dressing and Undressing **Hanging up coats**	**Putting on clothes, shoes and wellington boots -** model task and name the item (EAL focus vocab). Highlight where to put item so they don't get lost, e.g. put your wellington boots here. Take your group to the coat pegs. Name the peg and coat. Explain that we have to look after our coats so they don't get lost! Model taking off your coat and hanging it on your peg.
Snack	Explain that you are going to show them how to have a snack. Highlight they can have a snack whenever they are hungry or thirsty. Name the cups, bowls, fruit, milk, water and bucket. Demonstrate having snack, giving short phrases for each step e.g. I'm going to pour myself some water. Reinforce putting your cup and bowl in the bucket when you have finished, taking it in turns to wash up.
Washing hands	Explain that you are going to show them how to wash our hands at nursery. Name the sink, taps, water, soap and paper towels. Demonstrate how to wash your hands, giving short phrases for each step e.g. turn on the tap, wet your hands etc. Finally, point out where children will find a paper towel to dry their hands. Demonstrate how to take a paper towel, dry hands and then throw it into the bin. Teach the handwashing song and encourage children to sing it each time they wash their hands for 20 seconds.
Using the toilet	Take those children from your group using the toilet to the bathroom, show them the toilets and where the toilet paper is. Model placing toilet tissue in toilet before flushing. Remind children that it is important to wash your hands after using the toilet. (refer to washing hands)
Putting on an apron	Take your group to the water inside or outside. Explain that you will show them how to use an apron to stop their clothes getting wet or dirty. Name the apron (EAL focus vocab). Model choosing an apron, putting it on, using the water/paint, and then hanging it up when finished. Use short phrases for each step. Emphasise that the apron needs to go on the hook!

Choosing an activity or resource	Take your group to any area. Explain that you are going to show them how to choose. Ask the children to watch what you will choose. Select a resource or activity, use it briefly and tidy it up/put it back. Repeat with a few activities. Use short phrases to highlight what you are doing e.g. I'm finished now so I'll put it back. Highlight that you are 'choosing' what to do.
Painting and creative activities	Explain that you are going to make a painting, model how to use a paintbrush e.g. not scrubbing but paint strokes! Name the paintbrush and the action. Highlight how to put it on the rack to dry until it's time to go home. Name the drying rack Junk modelling – demonstrate what you can use and where to put model to dry or until its time to go home.
Woodwork (week 3 onwards) Over 3's only	Explain only three children at one time. If the work bench is full up they must wait- encouraged to write name on the whiteboard so they know who is next. Model using the safety goggles and the tools carefully. Name the tools and actions. Teaching skills over first term: pumpkin and tees, hammer and nails, introduce the saw.
Process Cooking (week 3 onwards)	Explain only 3/4 children at a time. If the activity is full up they must wait. Model washing hands (as above) and putting on an apron before they start. Teaching skills over first term: safety in kitchen, toast, sandwiches, basic dough.
Children's Work Posting Box	If a child has completed a drawing or model show them where the key person post box is and encourage them to put their work into it. This can then be given out at the end of a session.
Self-registration	Child's photo to add to 5 frame – introduce in TT to show children what to do O3 – photo and name