



WELCOME TO RUSH GREEN PRIMARY SCHOOL NURSERY 2026-2027

We are looking forward to working closely with you this year as your child begins their school life!

WHY ARE THE 'EARLY YEARS' SO IMPORTANT?

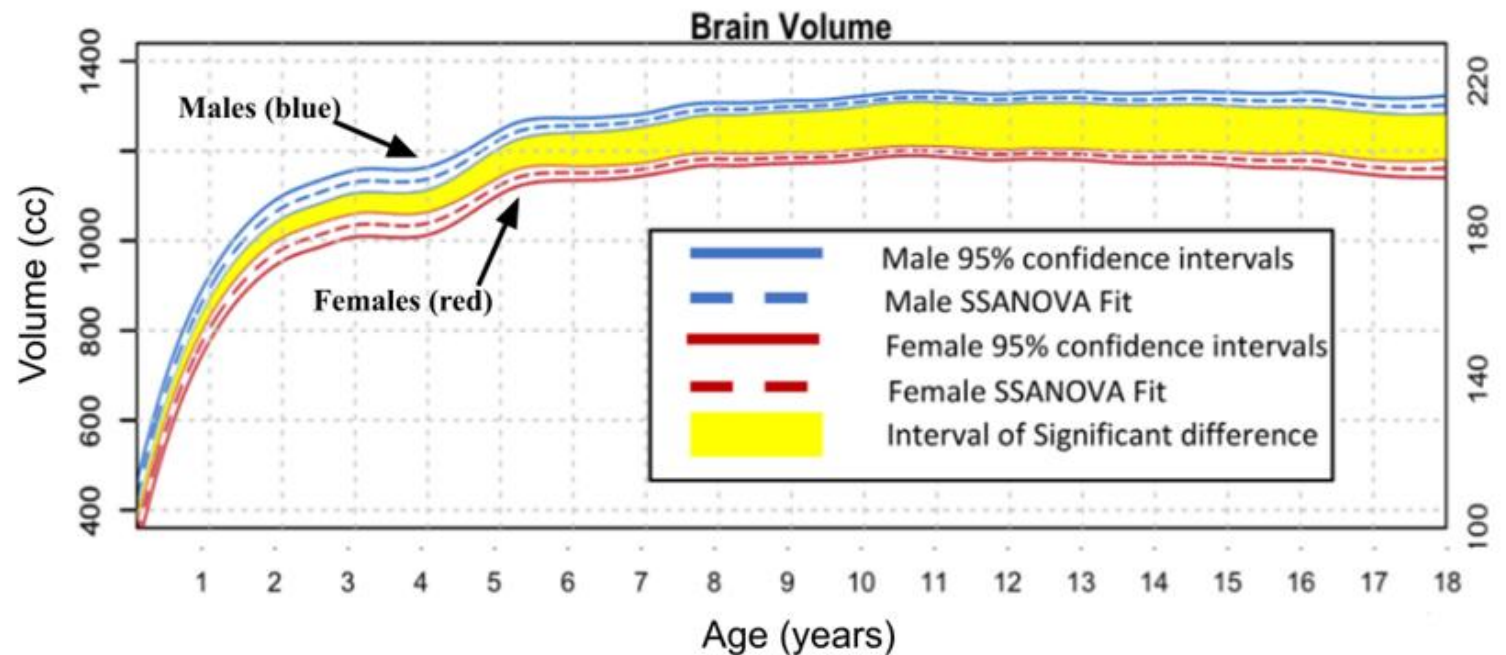
A new-born's brain is 25% of it's adult size

50% by age 1

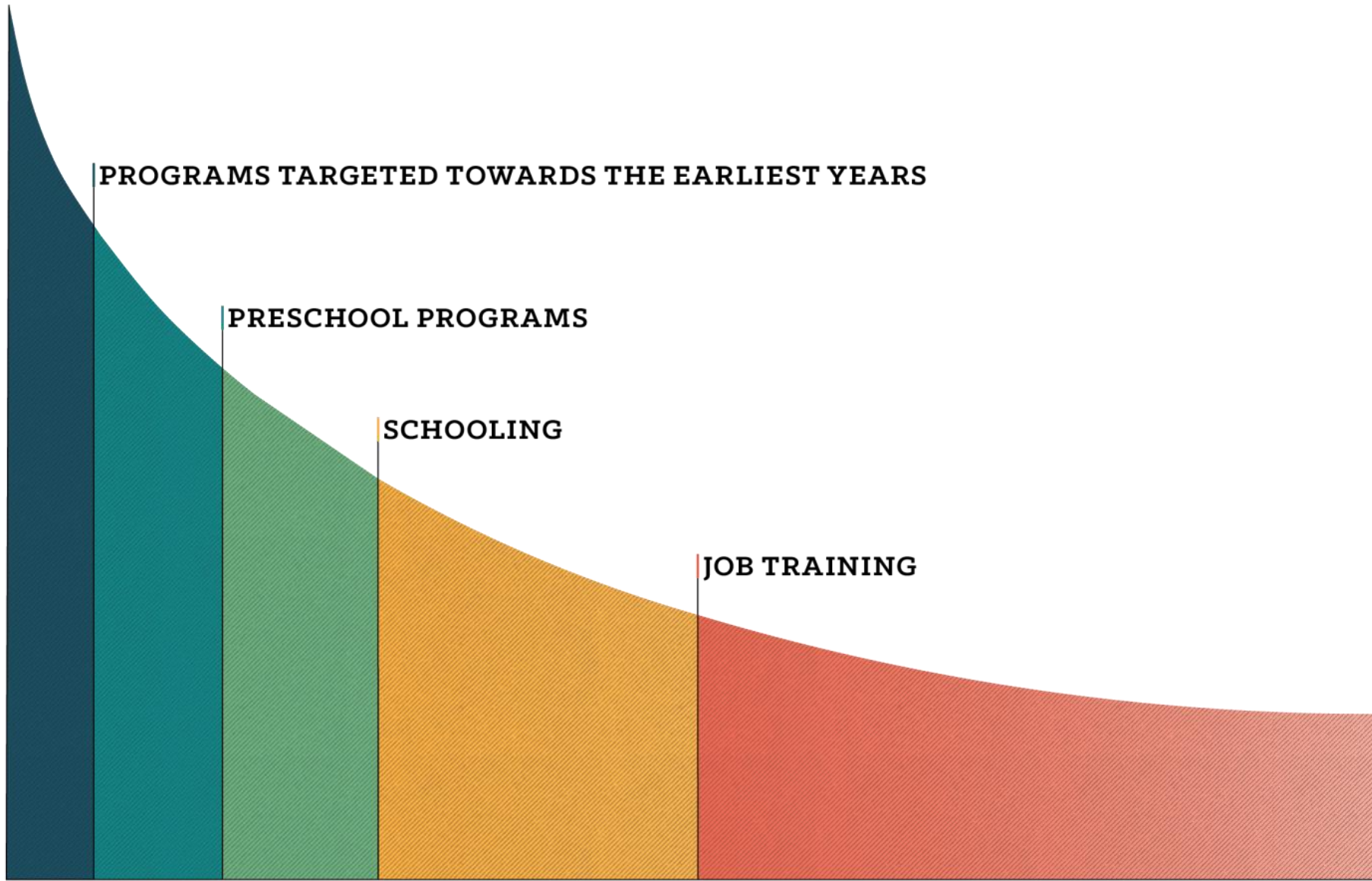
80% by age 2

90% by age 5

In the first years of life, a child's brain forms more than 1 million new neural connections every second.



RATE OF RETURN TO INVESTMENT IN HUMAN CAPITAL



PRENATAL

0-3 YEARS

4-5 YEARS

SCHOOL

POST-SCHOOL

THE LONGER TERM IMPACT

Success in the Early Years means that statistically:

- By age 30, children from high-quality Early Years settings have a lower risk of heart disease, high blood pressure, and obesity
- Strong early years foundations correlate with higher self-esteem, better emotional self-regulation, and lower rates of adult depression
- Individuals who attended high-quality Early Years settings earned up to \$2,000 more per month as adults compared to those who did not.

TRANSITIONS

- Nursery visits
- Home visits
- Transition Books
- Stay and Plays
- Nursery Meet the Teacher videos



Scan for our YouTube!

WHY WE DO HOME VISITS

- ❖ So we can meet you and your child in a familiar environment.
- ❖ We give you the opportunity to talk to us personally, to ask questions or raise concerns and to give you the necessary paperwork.
- ❖ To inform you of your child's start date.



DEVELOPMENT MATTERS

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Mathematics</u>	<u>Understanding of the world</u>	<u>Expressive Arts and Design</u>
Listening and Understanding	Self Regulation	Fine Motor	Book talk	Counting	How things work	Problem solving
Speaking	Managing Self	Gross Motor	Book knowledge	Numeral recognition	Why things happen	Performing
	Building Relationships		Mark making	Shape, space and Measure	Animals and Plants	Creating
			Early Phonics			

A DAY IN NURSERY

Teaching Session 1-
Literacy

Teaching Session 2
- Maths

**Keyworker
Groups**

**Focused
activities**

NURSERY READINESS, WHAT DOES THIS LOOK LIKE?



Nursery readiness isn't about knowing numbers, letters or shapes – it's about being confident, curious and independent enough to take part in nursery life.

We hope this leaflet helps you as parents/carers to celebrate progress and explore areas where extra support may help – from talking and playing, to toileting and independence. Together, we're getting every child ready to thrive in nursery and beyond.

By building these everyday skills, we help children start nursery at age 3 with feeling secure and ready to learn – giving teachers time to teach, and children the best possible start.

Remember, this is not about perfection or your child mastering these skills... it's about helping them take part and start to learn helpful skills that will support them. They do not have to be able to do everything, but it is great to try!



I am ready to communicate. I can...

- Look at people's faces and respond when spoken to
- Respond to my name in a busy environment
- Follow short instructions (e.g. 'get your shoes') and simple routines (e.g., wash hands) with adult support.
- Use words or gestures to ask for things
- Join in with songs, stories and rhymes
- Take turns in games and conversations
- Use short sentences to talk about what I am doing



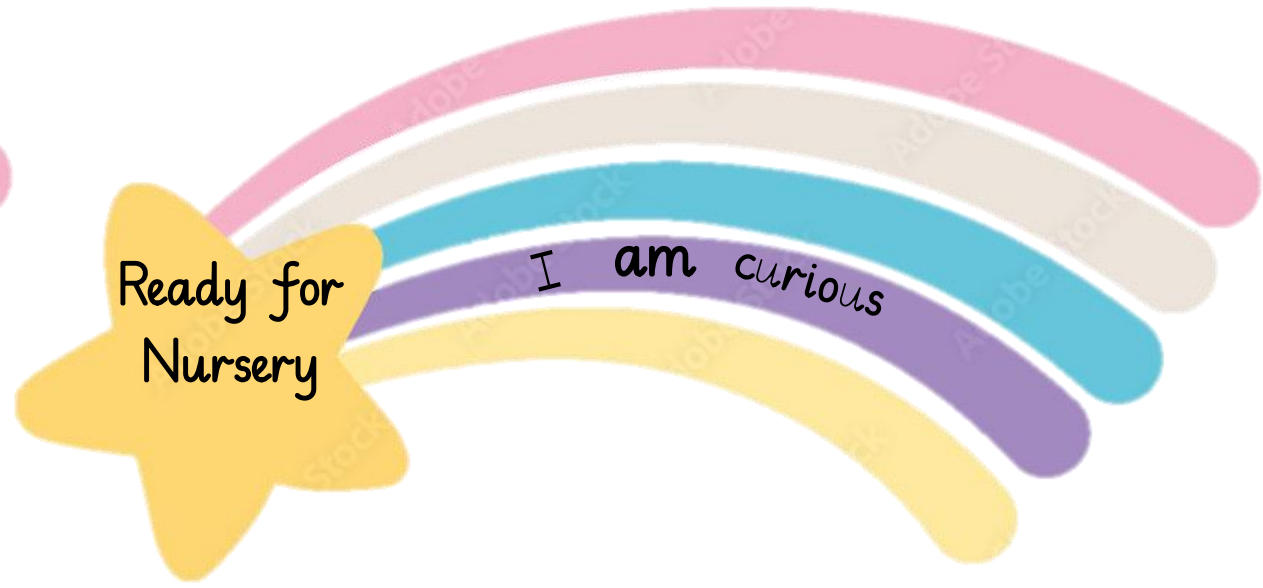
I am socially ready. I can...

- Leave my mummy/daddy/ carer happily with some reassurance
- Play alongside or with other children (parallel play)
- Shows awareness of other children (watches, copies)
- Copy actions from adults around me
- Share toys (with reminders)
- Take turns (with reminders)
- Express my feelings in simple ways
- Calm myself with adult support
- Accept comfort from a familiar adult (not just my parent/carer)



I am physically ready. I can...

- Put on and take off my coat
- Put on and take off my shoes
- Feed myself using a spoon/fork
- Drink from a cup
- Use the toilet or potty (maybe with some help) and flush when I am finished
- Wash my hands with soap and dry them
- Move safely around a room (walking, climbing, squatting)



I am curious. I can...

- Try out new toys or activities
- Explore toys in different ways (banging, posting, stacking)
- Stay focused for a few minutes on an activity I chose
- Move between activities with support
- Solve small problems (e.g. 'piece doesn't fit')
- Enjoy messy play, stories and creative play
- Join in with Imaginary play (e.g., pretend to be a superhero saving the world)
- Cope with different sounds around me (e.g., singing, other children)



Early Learning

- I can look at a book with an adult
- I can recognise my name
- I can count to 5
- I join in with nursery rhymes
- I can listen attentively for a short period of time

EATING AND SELF CARE

- Toilet training
- Dummies
- Bottles
- Self feeding / Picky eaters



"Experts in literacy and child development have discovered that if children know eight nursery rhymes by heart by the time they're four years old, they're usually among the best readers by the time they're eight."



-Mem Fox, Reading Magic.



IMPORTANCE OF ATTENDANCE

Develop social skills with their peers, make friends and learn how to get on with others.

Develop their skills and learn through play, this includes early language, reading and maths skills

Development of good habits for future school attendance and good attendance and punctuality skills for life.

Children who attend every planned session develop a feel for the rhythm of the week and gain a sense of security from the regular elements of early years routines.

Develop a sense of belonging to support developing self-esteem and confidence.

Grow in emotional resilience and self-regulation skills.

IMPORTANT DATES

Week Beginning 4th May - Home visits

You should have all received letters with a date and time frame. If you are not going to be home please tell us now.



Nursery Intake Meeting:

Thursday 11th June 14:15 (2.15pm)

- Start date
- Transition timetable
- Uniform
- Class Teacher allocation
- Important information



You **MUST** attend this meeting. Your child will not be able to start with us in September if you have not attended.

WHERE CAN YOU FIND MORE INFORMATION

The screenshot shows a web browser displaying the website for Rush Green Primary School. The address bar shows the URL: rushgreenprimary.org.uk/index.php/early-years/. The page title is "EARLY YEARS FOUNDATION STAGE".

Helpful Links

- Maths Workshop
- Reading Workshop
- Potty/Toilet Training
- Phonics Sound Mat
- Maths Resources
- Uniform Policy
- Uniform Brochure
- Funding for Nursery (30 hours)
- Learning To Talk 3-5 year olds

Early Years Curriculum

Early Years Policy

Jolly Phonics

Jolly Phonics Overview

The curriculum is based on the educational programmes in the EYFS statutory framework, Development Matters and the needs and interests of our children. We develop children's spoken language across all seven areas of learning and development, supporting children to learn new vocabulary and language structures. Our carefully sequenced curriculum helps children to build and consolidate their learning across all seven areas and to make links between these. Planning is flexible and often driven by the children's interests. Our environment enables and supports high quality play and learning both indoors and outdoors. Reading is at the heart of our EYFS curriculum; a love of reading is promoted through the use of high-quality core texts. Early reading is taught through the Jolly Phonics synthetic phonics programme. We adopt a mastery approach to the teaching of maths across our EYFS and Reception follow NCETM Mastering Number programme to ensure the children are well prepared for KS1. Our strong and respectful partnerships with parents and/or carers support children's learning and development within the EYFS. Early identification of SEND allows rapid support and interventions to be planned so that all children are able to make excellent progress from their starting points. Throughout the year we celebrate national days of importance and religious festivals.

Play, balanced by formal teaching

Social development

Early reading

Early maths

Early language development

FOLLOW US ON INSTAGRAM AND YOUTUBE





ANY QUESTIONS?