



*"Our mission at Torre is to create an environment where God's children have the right to grow, learn, feel safe and be happy. We respect and look after each other in the way that God has taught us."*

The school's vision is: **"We live life in all its fullness."** This is incorporated in the whole school's mission and is underpinned by its six values (6 Ps): **VALUES: Peace, Pray, Praise, Potential, Pride, Persevere**



### Aims

- ❖ We aim to provide a happy, safe, caring and stimulating environment: a place where all children can play, learn and develop together.
- ❖ We aim to offer well planned, purposeful and relevant play activities through which children can develop socially, emotionally, spiritually, intellectually and physically.
- ❖ Our aim is to ensure that all children feel included, secure and valued.
- ❖ We aim to work in partnership with parents and carers, building and developing on what the children already know and can do.



# Settling into Tiny Torre

## Our Daily Routines in Tiny Torre

Our daily routines are flexible and the children are offered valuable learning opportunities through these. Whether your child is doing morning/afternoon or both sessions they will explore the following:



**Arrival, say goodbye to parents/carers and hanging up coats on your peg:** This will encourage children to develop independence, build confidence, develop self-esteem, develop control and coordination.



about the environment, and their own observations as well as aspects of their home life.

**Carpet Time and Register:** This helps children develop Communication and Language as well as their Personal Social and Emotional Development. It gives them opportunities to show increasing confidence in conversation that interests them and listening to others in the group. Children will be encouraged to listen and respond to their name, show a range of feelings, talk



**Child Initiated Play:** Children will show willingness to tackle problems and enjoy self-chosen challenges through play. They will take initiatives and manage developmentally appropriate tasks. Children will gain independence and control over their learning and interests both in adult led and child initiated play. Children will use a range of materials, resources, people, objects and ideas that are accessible for them. They will develop skills in Prime and Specific Areas of Learning and Development and explore new experiences and ideas.



**Small targeted work:** Children that need extra support in an area of the EYFS might spend time individually, in pairs or a small group working with an adult. They will be developing their listening and attention, turn taking, social and communication skills.



**Child initiated Play including Outdoor Play:** Children will be given the opportunity to play in the natural environment in which they will have the freedom to explore, use their senses, learn and be physically active. Being outdoors has a positive impact on children's sense of well-being and helps all aspects of children's development. The children go out to play every day and in all weather so they can enjoy themselves

in the environment. Outdoor play is seen as an integral part of the early years provision. We aim for both indoor and outdoor play to provide a stimulating environment for children's learning in all areas of the Early Years Foundation Stage (EYFS).



**Tidy Up Time:** The children will develop their abilities to take responsibility for their nursery and be fully involved in the tidying away of resources as part of a team. This will help children have an awareness of boundaries and expectations that are set together and how they will contribute to a safe indoor and outdoor environment. Children will develop listening and negotiating skills.



**Poem of the day/Phonics:** Children will develop familiarity with rhymes, poems and songs. They will build a strong sensitivity to rhyme, rhythm and alliteration. They will also have a chance to recognise the picture cards in RWI, read and write the single letter sounds, learn to blend and segment.



**Wash Hands and Snack Time:** Children will develop a hygiene routine prior to self serving their own snack. They will interact with their peers and adults in conversation and experience the importance of speaking and listening in their social time.



**Guided Groups:** Children are working in a small group with an adult to develop their learning at a specific activity. The activity is based on delivering skills from observations made in order that the children can use them independently within their child initiated play. This will help with extending and challenging their learning across the EYFS curriculum.



**Group Story/Song Time:** Children will develop confidence, establish relationships with other children and adults, listen attentively and respond to stories and songs. This will also help children to use their imagination to make up stories, use props and explore sounds of words as well as become familiar with number songs.



**Lunch Time:** Children will learn awareness of their own needs in regards to eating and hygiene, they will learn social skills by enjoying being with and talking to other children and the mealtime assistants. Children will also learn to be independent by washing their hands before and after and also eating their lunch in the school hall.

*(The afternoon routine repeats the same as the morning sessions)*

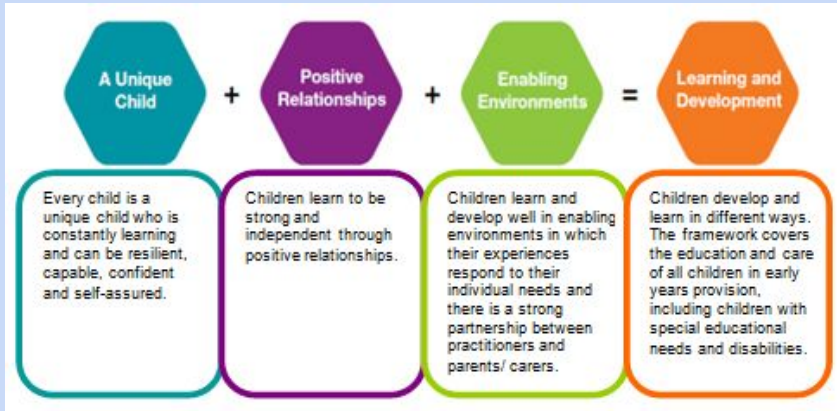


**Home time:** Hello to parents and carers and goodbye to key persons. By having parents as our partners we will be developing a positive relationship by reflecting on your child's learning/development and daily experience.

Throughout the day we will also encourage the children to become independent with their toilet routines, having drinks and snacks. This will develop skills in the Prime Areas of learning - Personal, Social and Emotional Development, Physical Development and Communication and Language as they will manage their own personal hygiene, learn about healthy practices and eating needs as well as interact socially with others.



# The Early Years Foundation Stage



There are seven areas of learning and development that shape our educational provision, these are all important and interconnected. They are split in **Prime Areas** which are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn. These are followed with four **Specific Areas**.

## Prime Areas

**Personal, Social and Emotional Development (PSED)**  
**Communication and Language (CL)**  
**Physical Development (PD)**

## Specific Areas

**Literacy (L)**  
**Mathematics (M)**  
**Understanding the World (UW)**  
**Expressive Arts and Design (EAD)**

As well as the EYFS, we also study Religions and Worldviews Education (RWE) which specifically links to Understanding of the World and other areas of the curriculum.

# Parents as Partners



- Tapestry is an online interactive learning diary with a collection of photos, work and observations showing your child's development over the time they are with us in the EYFS. You will have access to your secure online Tapestry account as soon as your child starts Tiny Torre and they are registered on the system. This link between the nursery and parents is vital as we see parents as partners. Any observations or achievements your child makes at home are equally important as their achievements that they make in nursery and we would like you to upload these achievements on Tapestry. This information will help us to build up a bigger picture of what your child can do and what they enjoy. Nothing is insignificant to us if it means something to you and your child.



- Parents evenings
- Home learning activities
- Newsletter

## How can my family help me get ready for Nursery?

Encourage your child to have a go!

### Develop self-help skills

- Encouraging your child to take off and put on their own jumper and coat.  
(hood, reach back one, reach back two)
- Encourage your child to take their shoes and socks on and off.
- Please talk to your child about what to do if an accident happens, reassuring them and telling them to tell an adult.
- Encourage your child to blow their nose themselves, bin the tissue and wash their hands.
- Teach your child to communicate their needs. E.g. I'm thirsty/hungry/hurt/sad/happy
- Support your child in getting to the toilet in time, wiping, flushing the toilet and washing their hands.



### Chat

- Talk about shared experiences that you have enjoyed such as visits, shopping trips, or things you have seen.
- Sing songs and rhymes together which develop their vocabulary.
- Develop children's ability to listen and follow simple instructions by playing games such as snap and giving simple instructions coat on peg, wash your hands
- Talk to your child about starting nursery. How you will be leaving them, but you will pick them up afterwards. Look at the daily routine together so they know what to expect and when. Look at the photos of the staff and name them so that we become more familiar.
- Talk about their name. Write a name card so that they start to recognise what it looks like and that it belongs to them.
- Arrange play dates with other parents and their children. Encouraging sharing, socialising and turn taking.
- Encourage children to talk to different people that you know to develop their confidence and vocabulary
- Recognise and talk through your child's feelings and different emotions, this will help them to understand and communicate how they are feeling with staff



## Play

- Play together a wide range of activities such as dolls houses and people, construction toys, play animals, tea sets, trains.
- Spend time in the garden or park developing their physical play with bikes, scooters, balls or climbing
- Gardening allows the children to get messy and spend time experiencing life and changes over time
- Chalking using chunky chalks or painting with water and big brushes
- Water and sand play develop filling and emptying skills
- Play dough in order to strengthen your child's hand muscles
- Practising scissor skills by cutting paper, magazines and pictures
- Making models from recycled materials allowing the children to make choices in how to make things
- Mark making using pencils, paint, crayons and pens
- Play simple turn taking games



## Read

- Develop a daily reading routine with your child
- Encourage all members of your family read to your child so that they can see that everybody reads together
- Share a wide variety of books together
- Join the library in order to access a wide range of books and activities
- Share your favourite stories together
- Use puppets to act out a story
- Create your own stories using toys and role play



### Stories and Poetry time

Reading to children is the best way of encouraging them to love books and reading. By reading stories aloud to your child every day, you are forming a link for them between reading, and comfort and love. Children thrive on repetition and so by reading much loved books over and over you are developing their brains for success! The more you read the more the story belongs to the child. By reading, you are taking them into a world that goes well beyond our typical everyday spoken language.

Stories teach children to ...

- Sustain attention
- Learn thousand of new word
- Deepen their knowledge of words
- Link thoughts from one part of the story to another
- Understand emotions of other
- Build picture in their minds from the words on the page
- Find out about new places, people and things
- Understand humour
- Follow a plo with its twists and turns
- Understand suspense and predict what's about to happen next  
...to name but a few.
- So why not give it a try and explore the world of books with your child.

Here is a list of some of the recommended texts that you might like to share with your child.

| Well-loved stories   | Rhymes and songs   | Traditional Tales  |
|--|--|--|
|  <p>Our nursery class author is Julia Donaldson.</p> <ul style="list-style-type: none"> <li>• Dear Zoo by Rod Campbell</li> <li>• Five Minutes Peace by Jill Murphy</li> <li>• Funnybones by Janett and Allan Ahlberg</li> </ul>  |  <ul style="list-style-type: none"> <li>• Five Little Ducks</li> <li>• Five Little Speckled Frogs</li> <li>• Baa Baa Black Sheep</li> <li>• Hickory Docikory Dock</li> <li>• Humpty Dumpty</li> <li>• If your happy and you know it</li> <li>• I'm a Little Teapot</li> <li>• Jack and Jill</li> </ul>  |  <ul style="list-style-type: none"> <li>• Goldilocks and the three Bears</li> <li>• Jack and the Beanstalk</li> <li>• The Enormous Turnip</li> <li>• The Little Red Hen</li> <li>• The Gingerbread Man</li> <li>• The Hare and the Tortoise</li> <li>• The Three Billy Goats Gruff</li> </ul> |
| <ul style="list-style-type: none"> <li>• Gorilla by Anthony Browne</li> <li>• Guess How Much I Love You by Sam McBratney</li> <li>• Lost and Found by Oliver Jeffers</li> <li>• Mr Grumpy's Outing by John Burningham</li> <li>• Odd Dog Out by Rob Biddulph</li> <li>• Oi Frog! By Kes Gray</li> <li>• Owl Babies by Martin Waddell</li> <li>• Peace at last by Jill Murphy</li> <li>• The Tiger Who Came to Tea by Judith Kerr</li> <li>• The Very Hungry Caterpillar by Eric Carle</li> <li>• We're Going on a Bear Hunt</li> </ul> | <ul style="list-style-type: none"> <li>• Incey Winsy Spider</li> <li>• Jack and Jill</li> <li>• Little Bo Peep</li> <li>• One, two Buckle my shoe</li> <li>• Pat-a-cake</li> <li>• One, two three, four, five</li> <li>• Polly put the kettle on</li> <li>• Old MacDonald</li> <li>• Round and Round the Garden</li> <li>• The Dingle, Dangle Scarecrow</li> <li>• When all the Cows are sleeping</li> <li>• Twinkle, Twinkle Little Star</li> <li>• Wind the Bobbin up</li> <li>• Five Little Men in a Flying Saucer</li> <li>• Five currant buns in a bakers shop</li> </ul> | <ul style="list-style-type: none"> <li>• The Three Little Pigs</li> <li>• The Ugly Duckling</li> <li>• Stone Soup</li> <li>• Little Red Riding Hood</li> <li>• Snow White</li> <li>• Beauty and the Beast</li> <li>• Rapunzel</li> <li>• The Elves and the Shoemaker</li> <li>• Cinderella</li> <li>• Dick Whittinton</li> <li>• Sleeping Beauty</li> </ul>                    |

### Speed Sounds Set 1

|        |          |          |          |          |
|--------|----------|----------|----------|----------|
| m<br>m | a<br>a   | s<br>s   | d<br>d   | t<br>t   |
| i<br>i | n<br>n   | p<br>p   | g<br>g   | o<br>o   |
| c<br>c | k<br>k   | u<br>u   | b<br>b   | f<br>f   |
| e<br>e | l<br>l   | h<br>h   | sh<br>sh | r<br>r   |
| j<br>j | v<br>v   | y<br>y   | w<br>w   | th<br>th |
| z<br>z | ch<br>ch | qu<br>qu | x<br>x   | ng<br>nk |



# Uniform



Name everything

## Session Times

Morning session: 8:50—11.50 (no lunch session)

Afternoon Session: 11:50—3:00 (to include lunch session)

The nursery operates flexible hours, offering places for 26 children within any session. Children come to the nursery for either a whole day or for half a day. There is a breakfast club available in the hall from 8am at £1.50 per child payable via School Money. You will be able to drop off and collect the children at the main nursery entrance at the beginning and end of each session. We especially ask that they are collected on time at the end of the nursery day.

