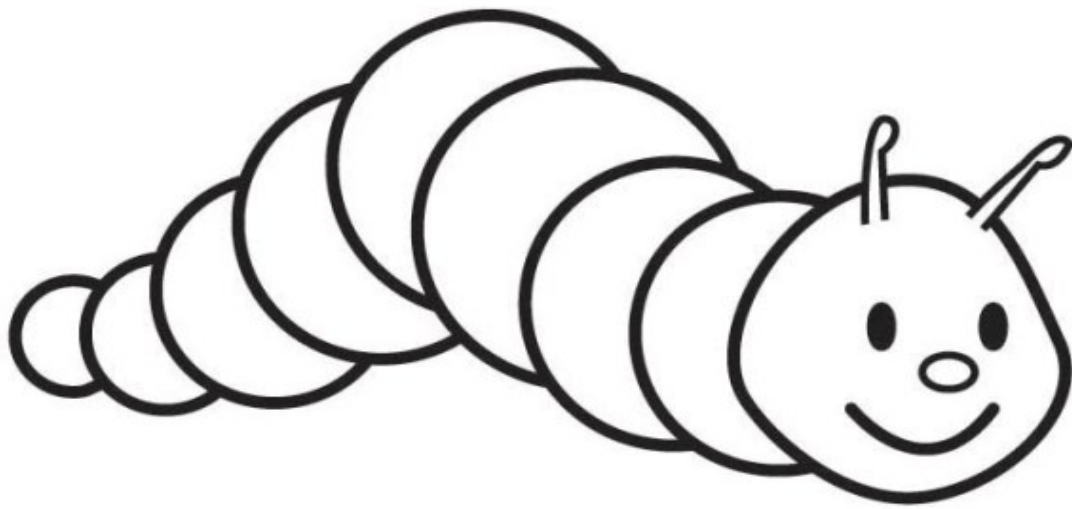




Welcome to Avenue Primary School

2026-2027



Please colour
me in!

All about our Caterpillar Nursery



Welcome to Caterpillars Nursery

Staff information

Headteacher: Mrs Goddard

Deputy Head: Miss Rawlings

EYFS Leads: Miss Surti & Miss Taylor

Nursery Class Teachers: Miss Surti & Mrs Vaughan

Class Nursery Nurse: Mrs Griffin

We are very excited about meeting you again and we can't wait for you to come and play in your new classroom!

Caterpillar Staff Working Days:

Mrs Vaughan: Monday & Tuesday

Miss Surti: Tuesday to Friday

Mrs Griffin: Monday to Friday



Caterpillars Nursery photos to share with your child.



This is where Caterpillars class enter their classroom.



This is our cloakroom and inside the classroom.





This is one of our outdoor classrooms.



*The toilets are inside our classroom.
We have a hand dryer and paper towels to dry our hands.*



We enjoy sharing stories and singing together.

We have a lovely nurturing home corner where the children can feel at home and share their experiences, such as making food, cups of tea or having a chat with their friends.



The children will take part in adult led learning activities and child initiated learning. We encourage children to become independent and follow their interests. Children can self-select resources around the classroom during our choosing time. Adults will interact and support play skills such as taking turns and sharing resources, as well as developing children's communication, language and learning.



Safeguarding

We want the children to feel safe and secure while they are with us, so a member of staff who the children know well, will always be on hand to help the children come into the classroom. There may be times when we need to move staff around so that there is one familiar adult in the room to greet families.

Entrances to Caterpillars Nursery and Ladybirds class.



Collection for Nursery children will be from their Nursery classroom playground.

At the end of the day, the Caterpillars class door will be opened and a member of staff will call each child over to their parent. Please be patient, it will take time, certainly in the early days as we are getting to know you, but we need to be sure that the right child goes with the right adult.

Please provide us with photos of all people who may collect your child. If ever we do not recognise the person collecting your child we will make a phone call to you to check you are happy for them to collect.

All these measures are in place to keep children safe.

Times of our day

30 hours Fulltime Caterpillars

School starts at 9.00am

(Enter through the main gates and wait outside Caterpillars classroom for a member of staff to meet and greet you.)

School ends at 3.05pm

(Pick up will be at Caterpillars Classroom.)

Morning session Caterpillars

School starts at 9.00am

(Enter through the main gates and wait outside Caterpillars classroom for a member of staff to meet and greet you.)

School ends at 11.30am

(Pick up will be at the main gate on Avenue Extension Road)

Afternoon session Caterpillars

School starts at 12.40pm

(Arrive at the main gate and a member of staff will collect your child.)

School ends at 3.05pm

(Pick up will be at Caterpillars Classroom.)

Children will have a named peg for their coat. There will be a place in our classroom to store lunch boxes, drinks bottles and school bags. Please label your child's belongings clearly.

Please note: After the October half term break, part time children will be given one full day to attend during the week. Further details will be provided nearer the time.

How can I get my child ready for nursery?

We are most grateful for your support in teaching your child to be as independent as possible for when they start nursery.

Here are some ideas to help your child over the summer:

Encourage good hygiene skills (using toilet unaided, how to flush the toilet, wash their hands thoroughly with soap and water, blowing own nose)

Let your child get themselves ready in the morning (zips, buttons, brushing hair) Let them have a go.

Can they eat independently? Go for a picnic and practise using lunch boxes and Tupperware.

***We will of course help any child who's struggling with any of these things.**

Keep talking, singing and communicating all the time.

Set simple tasks like helping make and prepare snacks, tidy up after an activity. This will build confidence and independence.



Read stories everyday.

Practise the school run.

Play schools, set out soft toys on the floor, choose a book and read it to the class.

Help your child with listening to others and how to share.

Practise putting on uniform and seeing how it feels.



If you do an activity at home, ask your child to get the bits needed and to help with tidying or washing up.

Talk to them about nursery and the photos we have sent. Show the photos regularly.

On the first day-calm your nerves by showing the children how excited you are!

What does the uniform look like?

The Staff and Governing Body wants the children at Avenue Primary School to be proud of being part of the school. We believe that wearing a school uniform enhances this feeling of belonging and encourages an attitude in the school that supports high standards in learning and presentation.



Grey trousers or shorts, skirt or pinafore dress

Bottle green sweat shirt or cardigan, with Avenue Primary School logo

Yellow polo shirt

Grey socks or tights (Summer–white socks)

Green or yellow checked dress

Black shoes

Please find the website for school uniform below:

<https://www.schoolwearsolutions.com/>

SCHOOLWEAR SOLUTIONS – OADBY

64 London Road

Oadby

Leicester

LE2 5DH

Telephone: 0116 2160665

What is the Early Years Foundation Stage?

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year. In our Early Years Foundation Stage unit, we have some full time and some part time children attending either a morning or afternoon session in our Nursery (F1), as well as children who attend full time in our Reception (F2) classes.

At Avenue Primary School we have considered the 4 themes of the Early Years Foundation Stage in planning and providing for the children in our care and their families.

The 4 themes are:

A Unique Child	Positive Relationships
Enabling Environments	Learning and Development

A Unique Child

We recognise and respect that parents know their children well. When they start school, we will work together with you to teach them and help them reach their full potential.

We encourage you to tell us about your child before they begin school by letting us know their likes and dislikes, their strengths and interests and any other information you think we will find useful. We will ask you to think about and note your child's abilities to help us know your child better during those early days.

We will ask you to tell us about those moments that we won't see, such as the first time they ride their bike without stabilisers. These "WOW" moments help us to understand your child as an all round individual – a truly unique child.



Positive Relationships

We believe the relationships we begin to build with new parents and children at an early stage, are vital for those children and their parents to have a happy and successful time with us. We want you to feel you can talk to us about any concerns you may have. Please ask for an appointment if you want to discuss anything in detail or privately with the staff.

Email:

caterpillars@avenue.leicester.sch.uk

If there is anything urgent we need to know we will, of course, make arrangements to see you straight away. We allocate each family a key person and this person will be your first point of contact for messages and exchange of information. The key person will be working with your child in a small group to really get to know your child well.

Enabling Environments

We offer children opportunities to play and learn both inside and outside. We have organised our indoor environment to provide spaces for children to be creative with paint, collage, sand and water, to enjoy pretend play in role play corners, to enjoy a story, to make marks and to write and draw, to explore numbers, shapes, and measures, to build and construct, to use computers, as well as many other things.

Outside, in our dedicated Foundation Stage playground, children will have the chance to run, climb, dance, and improve physical skills, as well as learn about the natural world through sand and water play or through exploring the garden.

Children will learn how to use all areas both inside and out, and will be supported by adults who will watch and record their progress and encourage them to develop their skills.

We provide children with opportunities to make their own choices, for example in the craft area, where they will be able to select from a range of resources to create their own art and craft projects.



Characteristics of effective learning

At Avenue Primary school we encourage a growth mindset.

You will hear us praise children for 'having a go' and 'not giving up.'

The ways in which a child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and Exploring

Children investigate and experience things and 'have a go'.



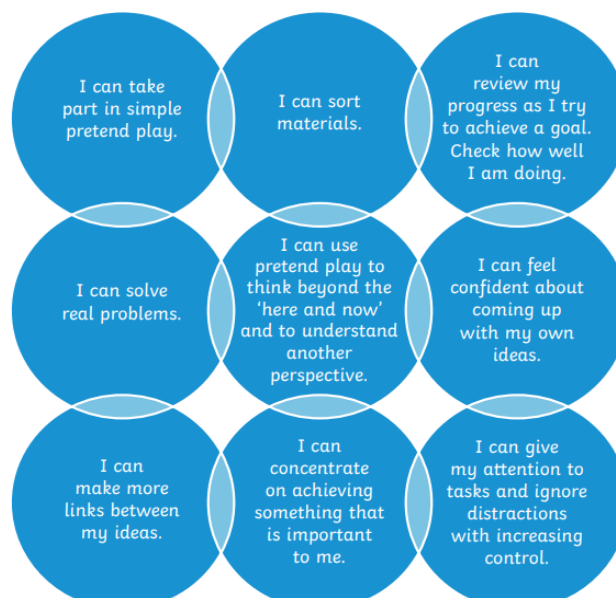
Active Learning

Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.



Creating and Thinking Critically

Children have and develop their own ideas, make links between ideas and develop strategies for doing things.



Learning and Development

We plan and provide for the 7 areas of learning in the Early Years Foundation Stage. These areas of learning will be introduced in ways that are practical, fun, stimulating and challenging. Children will learn as part of a whole class, in groups and individually.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



Communication and Language Development

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.



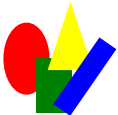
Literacy Development

It is crucial for children to develop a life-long love of reading. **Reading consists of two dimensions: language comprehension and word reading.** Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).



Mathematical Development

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. **Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.** By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, children will learn to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.



Bookbags and Reading

The children will take home a book to share with you each week and this will need to be returned the following week. There will be a set day when your child's reading book will be changed and you will be notified of this once the children have settled after the summer holidays.



Children will be given a reading diary in their bookbag. Please make time to sit and look at the book with your child regularly.

Reading Diary Information

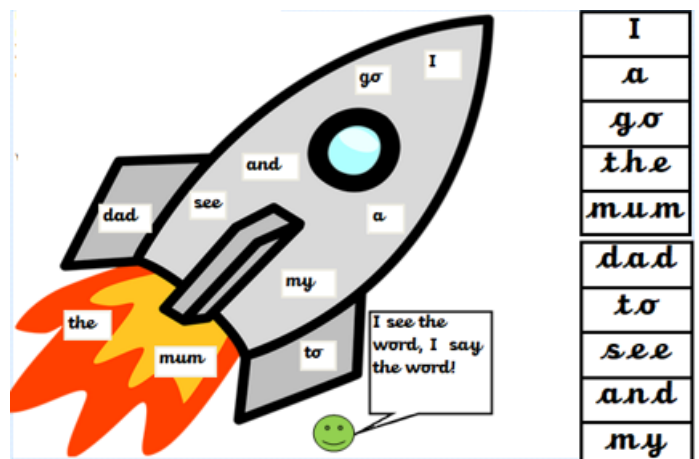
There are some tips for sharing a story book with your child on the next page. This will help you to comment in your child's reading diary. It is best to share a book where there is little distraction and where you are both comfortable. Only ask **two-three questions** each time.

Common Words:

Your child will be encouraged to learn up to 10 common words to support their word recognition. We will send these word out to you in the Spring term.

We say... "See the word, say the word."

I	a
go	the
mum	dad
to	see
and	my



I
a
go
the
mum
dad
to
see
and
my

Observations to make when you share a book with your child:

Does your child:

- Hold the book the right way up
- Turn pages one at a time
- Point to pictures and name what they see
- Pretend to read by swiping their finger under the words from left to right and top to bottom.
- Repeats words or phrases in the book after hearing you read them
- Tell the story to himself/herself by making it up.
- Re-tell the story to himself/herself as it is familiar

Questions you could ask:

About the book:

- Can you show me the front cover?
- Can you show me the back cover?
- Can you show me the title page?
- Can you point to the pictures?
- Can you point to the writing/words?



Whilst sharing the book together:

- Look at front cover. Where do you think this story is set? (e.g. at a park, school, home, fun fair, party, jungle, farm, etc.)
- What do you think will happen next (before you turn a page)?
- How do you think the story will end?
- How do you think...is feeling? Why?

After reading the story:

- Who were the characters? Who did you like the best? Why?
- Where did the story take place?
- What happened first in the story? Next? Then?



Every time you read to or with your child, discuss the meaning of any word your child may not know. Use the context of the story to help decide on the meaning

If you have any questions about any of the above, please speak to your class teacher.

How can I get involved in the life of the school?

At Avenue Primary School we encourage parents:

- To join the Parent Teacher and Friends Association (PTFA)
- To attend events organised by the PTFA, such as the Summer Fair, Christmas Fair and school discos.
- To attend class and certificate assemblies
- To come and learn about how we teach your child at workshop sessions
- To attend parents evenings to discuss your child's progress
- To join your child in their classroom on special open days and get involved in school trips

Parents, Teachers and Friends Association (PTFA)

The aim of the PTFA is to raise valuable additional funds for the school. Over the last few years the PTFA have paid for, a new outdoor classroom, new climbing apparatus, solar panels on the school roof, playground markings and scooters and bikes for the nursery children.

They have done this by organising events such as:

- The Christmas and Summer fairs
- School discos
- Film nights
- Sponsored events

We hope you will support these events when ever you are able, and encourage you also to get involved in helping to organise them by joining the PTFA.

We are looking forward to meeting you and your child and developing positive and supportive relationships.

We will share lots of special times together as we provide a rich caring and learning environment for your child to make progress and develop to their full potential.

School Contact details

Avenue Primary School
Avenue Road Extension
Leicester
LE2 3EJ

Telephone: 0116 270 8326

Email: office@avenue.leicester.sch.uk

Class Email: caterpillars@avenue.leicester.sch.uk

Thank you for taking time to look through the information.

If you have any questions, please contact the Caterpillars team or Main office.

