

# Learning and living in Faith, Hope and Service





# Welcome



**Mrs Sheehan**  
**Executive Headteacher**



**Ms Wilson**  
**Head of School**



**Mr Pennock**  
**Deputy Head & SENDCo**

Learning and living in Faith, Hope and Service

# Our School Vision and Values

## Our Vision



Jesus said *“As I have loved you, so you must love one another. By this everyone will know that you are my disciples.”* John 13:34-35

Following Jesus’s example, we treat each other, our community, and God’s amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith** , **hope** and **service** .

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## Our Values



To develop **confidence** and **respect** ,  
to show **compassion** ,  
to learn to be **reflective** and **responsible** ,  
to grow **resilience** .

Learning and living in Faith, Hope and Service

## Biblical Roots

*Jesus said "As I have loved you, so you must love one another. By this everyone will know that you are my disciples." John 13:34-35*

Our school Vision is based on Jesus' words to his disciples at the Last Supper. He tells them, and us, to keep loving others in the way he has loved. The timing of this commandment to love, is so important; it was Jesus's final teaching to his disciples before he died. This act of selfless love alongside the new commandment epitomises the root of Christian teaching that as we are unconditionally loved we should love one another.





# The Nursery Team

Mrs Pritchard - Nursery Class Teacher  
Learning Support Assistant - Ms Asim





# Starting School

- Starting Nursery is a huge step for both children and parent/carers, so in the early days we welcome you to stay for as long as it is felt necessary for your child to settle.
- Tonight you will receive your key dates letter and the details of your Home Visit.
- The children will have a staggered start to Nursery to support their needs, with one-hour sessions with parents leading up to a full morning without parents on Friday the 11<sup>th</sup> September and everyone full time from Monday 18<sup>th</sup>.
- Children who have been attending Nursery already will be welcomed back after home visits on Tuesday 8<sup>th</sup> September.
- Your child will spend the whole session with us. However, if we feel this is too long for them and they will benefit from a shorter day to begin with, we will speak to you. We make these decisions really based on the individual needs of the child.

# Nursery Curriculum

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are four principles which underpin the work of all early years' practitioners:

- A unique child - every child is unique, is constantly learning with the potential to become resilient, capable, confident and self-assured.
- Positive relationships - children learn to be strong and independent through positive relationships.
- Enabling environments with teaching and support from adults - children learn best in environments which respond to their individual needs and where there is a strong partnership between practitioners, parents and carers.
- Learning and development - we recognise that all children develop and learn at different rates and in different ways. Our practice aims to be inclusive no matter the individual needs of the child.



# These documents can be found on our website under the New Starters section and alongside PowerPoints relating to

- Communication and language
- Personal Social and Emotional Development
- Physical Development (Gross and Fine Motor)

## Getting Ready for Nursery

There are lots of ways to help your child get ready for nursery. Here are some key skills you can practise together at home.

### Ask a grown-up to help you practise:

- following simple instructions, such as to collect or put away an object;
- asking simple questions and talking in sentences;
- kicking and catching a large ball;
- holding and using pencils, crayons or paintbrushes to make marks;
- moving in different ways, such as hopping, jumping and running;
- taking turns when playing games together;
- using a spoon to eat and a cup to drink;
- using the toilet and washing and drying your hands;
- putting on your coat and shoes;
- talking about stories you've read together;
- saying number names in order to five;
- playing counting and number games;
- talking about people who are special to you and special occasions for your family;
- talking about what you see in the world around you;
- creating sounds and singing songs;
- playing make-believe games by pretending.



### Other things you can do:

- Ask a grown-up to write your name into all your clothes, including your coat.
- Practise talking about things you like and enjoy doing. What are your favourite toys to play with? What do you like doing with your family at home?
- Talk about how you are feeling. Can you tell a grown-up when you feel happy or sad?
- Read stories together and sing songs and nursery rhymes. What is your favourite story? Can you sing your favourite nursery rhyme?
- Talk about coming to nursery. Do you know anyone else who will be at your nursery? What are you looking forward to?



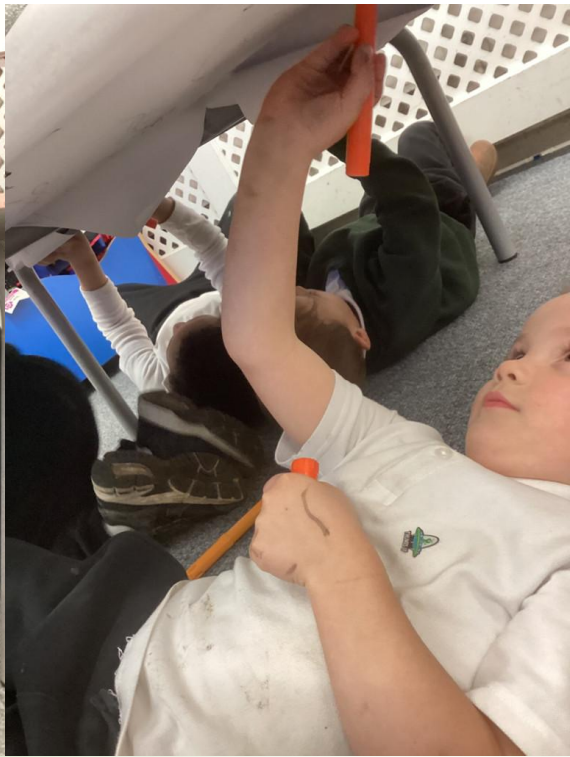
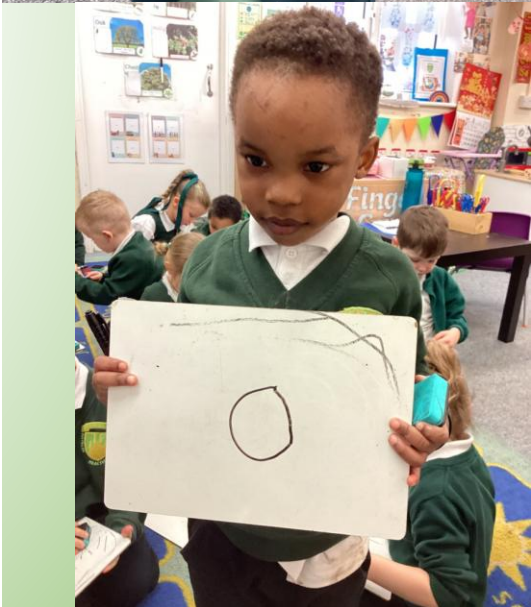
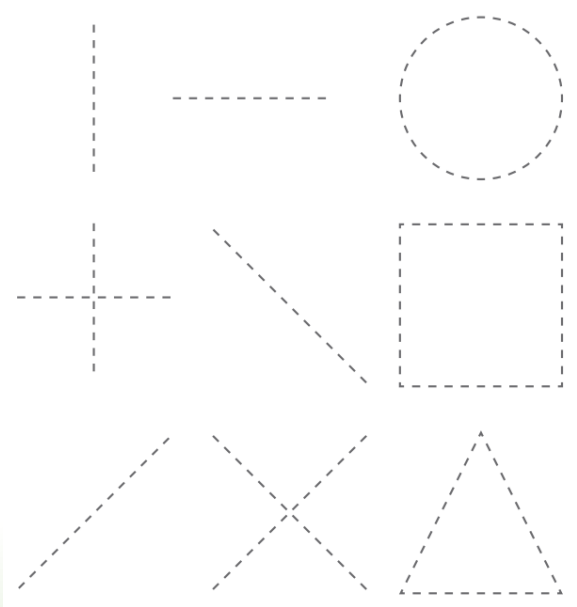
## 45 Skills to Have before Starting Reception

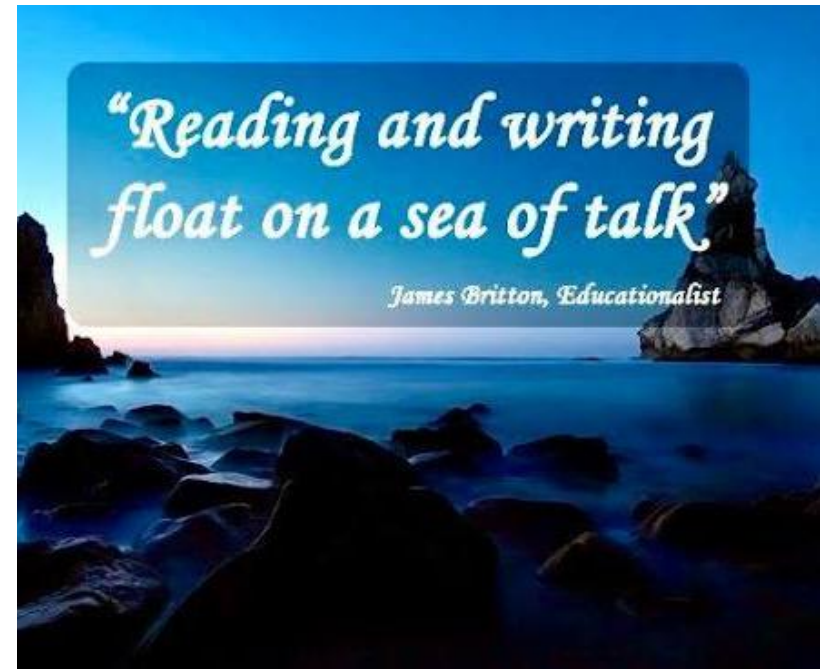
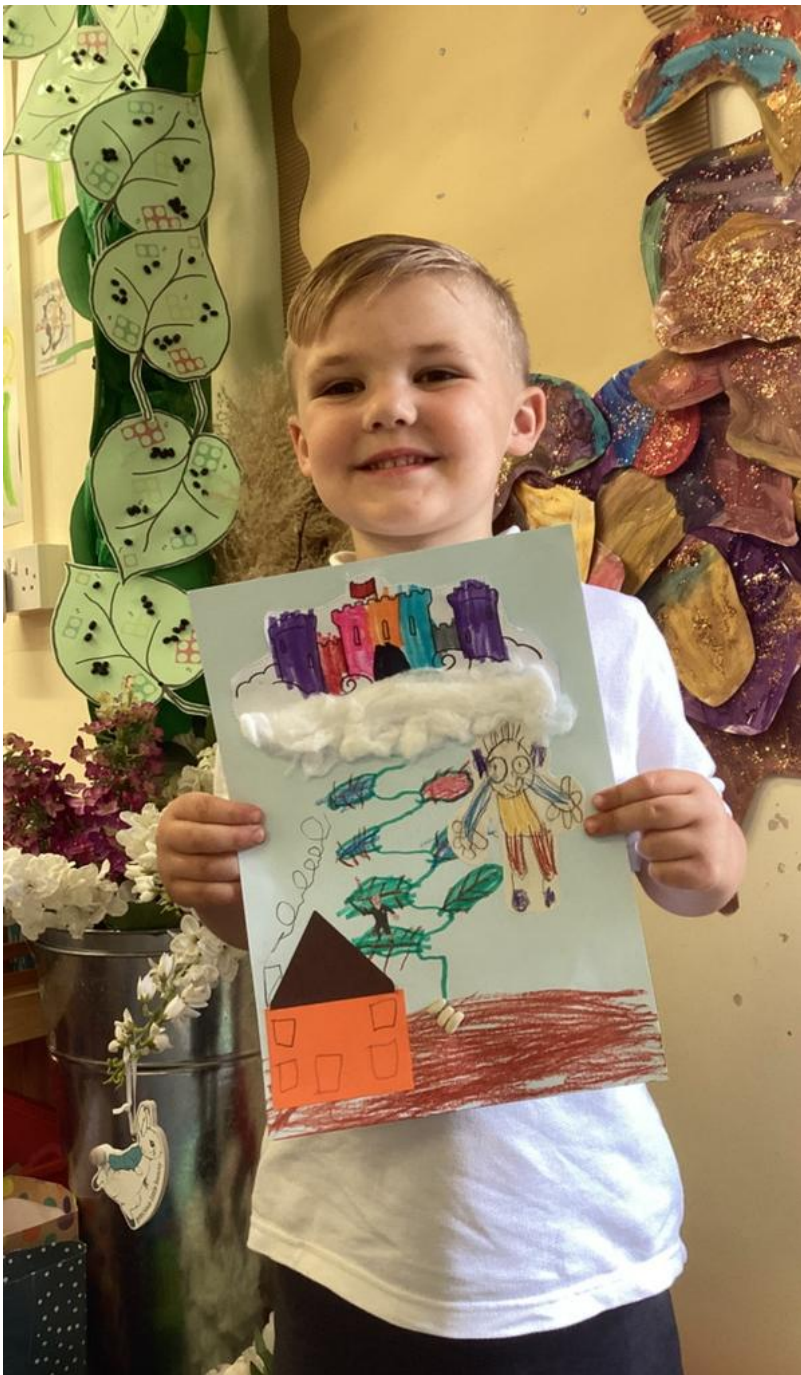
 Put on my own shoes.	 Put on my own coat.	 Use the toilet without help.	 Wash my hands with soap and water.	 Throw my rubbish in the bin.	 Wipe my nose.	 Pour a drink.
 Eat my lunch without help.	 Peel an orange.	 Tell the waiter my order at a cafe.	 Drink from a cup.	 Drink from my water bottle.	 Introduce myself.	 Listen when others introduce themselves to me.
 Share my toys.	 Take turns while playing a board game.	 Have a back-and-forth conversation.	 Make eye contact with those I'm speaking to.	 Follow instructions.	 Sit and listen to a story.	 Sit quietly when asked.
 Pick and sing my favourite song in the car.	 Tell my favourite story.	 Ask for help.	 Be sensitive to others.	 Listen when others are speaking.	 Read my own name.	 Hold a pencil.
 Hold a pair of scissors.	 Recognise some numbers and maybe count to 10.	 Finish a fun worksheet in one sitting.	 Put a pile of buttons into groups according to colour.	 Know basic colours.	 Know basic shapes.	 Turn a page in a book.
 Know some of the alphabet.	 Know some parts of my body.	 Run in a circle.	 Make a ball out of modelling dough.	 Jump in muddy puddles.	 Run in the rain.	 Kick, throw and (sometimes) catch a ball.
 Climb stairs and playground equipment.	 Do a star jump.	 Clap my hands.				

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### Pre-Writing Shapes Pencil Control Activity





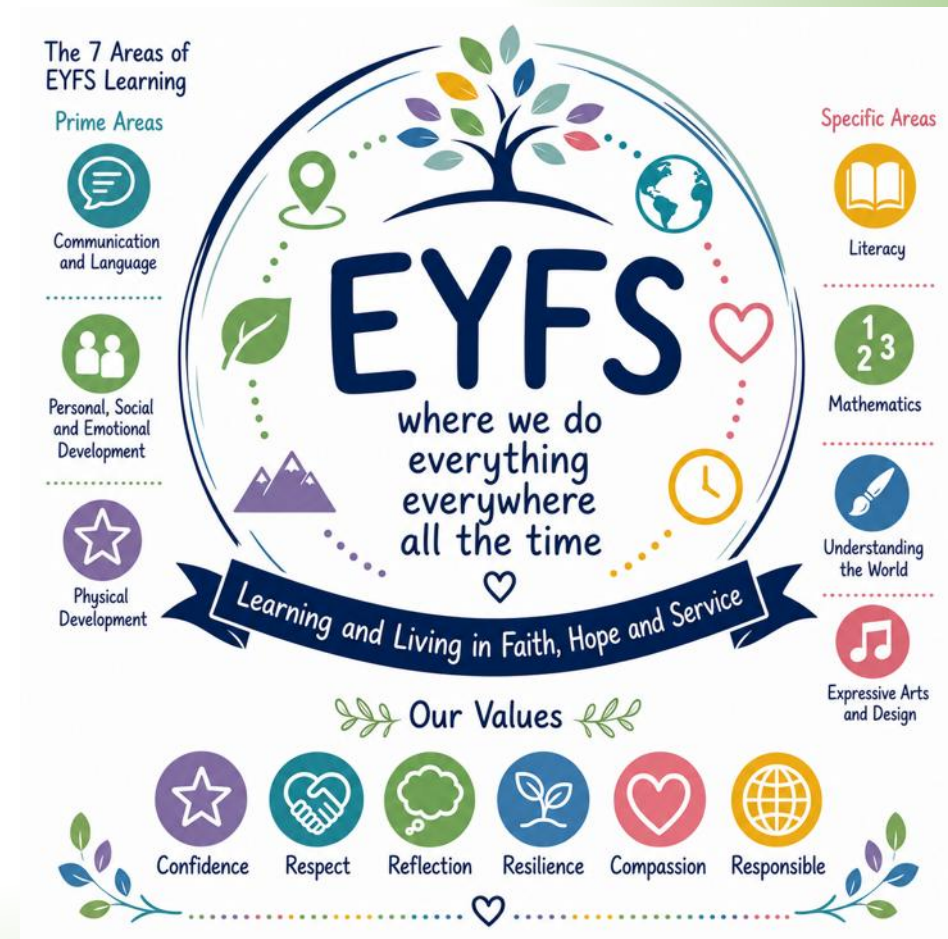
# Areas of Learning and Development

Practitioners teach children by ensuring there are challenging and playful opportunities to learn within the areas of learning and development. There are seven areas of learning:

**Prime areas -**  
 Communication and Language,  
 Physical Development,  
 Personal, Social & Emotional Development

**Specific areas -**  
 Mathematics,  
 Literacy,  
 Understanding the World,  
 Expressive Arts and Design

These areas of learning and development are integral to a child's learning and development and interconnected. We deliver a cross curricular approach to learning geared by the children's interests.



<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control



What do you need?

I am in the \_\_\_\_\_ zone and I need \_\_\_\_\_ to help me.




# EYFS Curriculum



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive

## Learning Can Be Messy

Playing outside is so important. I run and jump and get lots of fresh air. Sometimes I might get grass or mud on my clothes.

Using a knife and fork at lunchtime is tricky! Sometimes I get food on my clothes!

I sometimes get pen and paint on my clothes! This is because I am developing creative skills and exploring lots of different ways of making amazing art!

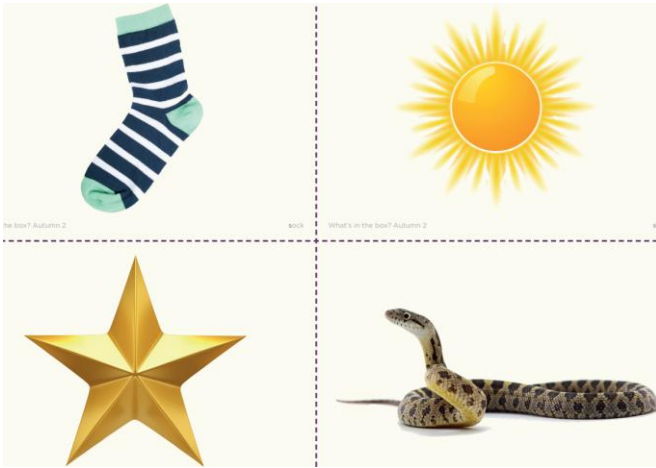
Our mud kitchen is so much fun! I use all my senses, which is so important for my development. It also helps me use my imagination and practise playing with my friends nicely!













Exploring with playdough and other messy play resources like foam or food, helps me to develop fine motor control and build up muscles and coordination in my hands and fingers. I will need these when I learn to write.

Exploring in the water tray is giving me lots of maths and scientific skills! I love pouring, filling and emptying! I usually wear an apron but sometimes my clothes get wet!

When I get messy, I have been showing curiosity, determination, persistence, imagination and confidence!

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Grapheme card	Picture card	Pronunciation phrase
		Show your teeth and let the <b>s</b> hiss out <b>ssssss</b>
		Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a</b>
		Open your lips; put the tip of your tongue behind your teeth and press <b>t</b>
		Bring your lips together, push them open and say <b>p</b>
		Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>i</b>
		Open your lips a bit; put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>

We're teaching every child to read with



Little Wandle  
LETTERS AND  
SOUNDS

★ ★ ★  
REVISED

TM

A complete SSP validated by the Department for Education



1,2,3,4,5, Once I Caught a Fish Alive

See resources →

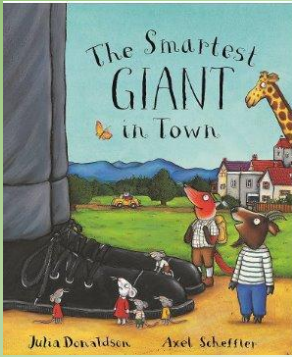
Little Wandle Foundations





# Tapestry

- Tapestry is an online educational package that records children's learning and development within the Early Years. It is a secure system where filenames are encoded for uploaded images and videos that make it is a safe online learning journal tool.
- Tapestry allows parents to access their child's journal, so they can see their child's learning and progression. Parents are also able to upload pictures and videos of their child at home, and we encourage this interaction so we can enhance your child's learning experience based on their interests at home.
- The latest guidance regarding observations in the EYFS is not to capture teaching and learning on the i-pad but to be present, exchange in back-and-forth conversation and to be IN the MOMENT! We aim to observe every child at least once a week.
- As well as teaching, observing children's play is an important part of Early Years development. It allows us to gain insight into pupil's understanding and helps us to extend and move pupils on. Observations are also used to inform planning and assess individual children.
- Observations will be conducted by staff working with the children. Staff will make comments based on what your child is doing and saying.



# Being Global Neighbours



**Being a 'Steward of the World' has NEVER been so important.**

**Global and Climate education should be as important as Literacy and Maths if we are to prepare the next generation to understand what needs to change, have voices for change and have the skills and knowledge to make change.**

**It is our duty to create global neighbours who are confident, responsible and compassionate. Courageous advocates who will look after our world.**

Our Global Neighbours Curriculum consists of a year-long project for every year group that focused on a key area of global awareness. As a child makes their journey through our school, they will build an in-depth and current set of skills and knowledge about our world that will enable them to be courageous advocates, stewards of the Earth, make change and challenge injustice.

But this goes beyond our classrooms; we expect our whole school community to be environmentally responsible and this includes walking to school where possible, if you do drive- park responsibly and safely, recycling uniform by using our pre-loved programme, supporting our school garden with plant donations and physical help, encouraging your child to recycle, care for nature and show respect and kindness to all members of the school and global community whatever their faith, gender, culture, race or beliefs.



Nursery Timetable: Summer 2, Week 2, W/C: 09/06/25					
School Value: responsible	Topic: Traditional Tales	Book of the week: The Gingerbread Man	RHYME TIME: Pat a Cake	Phonics: Phase 2 - /ck/ sock	
	Monday	Tuesday	Wednesday	Thursday	Friday – Dare to be Different
08:45 – 8:55	Register, Prayer, Day of the week, Weather				
<b>P h o n i c s</b>  8:55-9:05  Phase 1 Aspect 6 and 7: Voice sounds & oral segmenting and blending.	Introduce new sound: /ck/ <b>sock</b> <u>What's in the box.</u> copy me method, sentence: neck, lock, tick, sock  <b>Voice sounds:</b> Hiss like a snake – ssssss  <b>Oral blending:</b> s-o-ck, d-u-ck, n-e-ck, r-o-ck	Recap new sound: /ck/ <b>sock</b> <u>What's in the box.</u> copy me method, sentence: neck, lock, tick, sock  <b>Name play:</b> Dancing Darcey..., Amazing Ada...  <b>Can you do the actions?</b> <b>Oral blending:</b> s-o-ck, d-u-ck, n-e-ck, r-o-ck	Recap new sound: /ck/ <b>sock</b> <u>What's in the box.</u> copy me method, sentence: neck, lock, tick, sock  <b>Play with sounds:</b> i.e., silly sausages sizzling slowly, stunning sun sparkling silently  <b>Oral blending:</b> s-o-ck, d-u-ck, n-e-ck, r-o-ck	Recap new sound: /ck/ <b>sock</b> <u>What's in the box.</u> copy me method, sentence: neck, lock, tick, sock  <b>Bertha the Bus:</b>  <b>What's that noise?</b>  <b>Oral blending:</b> s-o-ck, d-u-ck, n-e-ck, r-o-ck	Recap new sound: /ck/ <b>sock</b> <u>What's in the box.</u> copy me method, sentence: neck, lock, tick, sock  <b>Oral blending:</b> s-o-ck, d-u-ck, n-e-ck, r-o-ck
	9:05-9:25	RE: Lesson 2: Why is the cross special for Christians?			PSED: Value lesson
9:25 - 11:30	Free-Flow Play Inside & Outside, Shared Snack Time				
11:30-11:40	RHYME TIME: Listening	RHYME TIME: Syllables	RHYME TIME: Rhyming	RHYME TIME: Alliteration	RHYME TIME: Sound Knowledge
11:40-11:45	Prayer/Home Time for those half day				
11:50-12:20	Lunch in the hall				
12:20 – 12:30	Settle back in, register, story to help regulate.				
12:30 – 12:40	Phonics				
12:40 – 12:50	Nursery rhymes				
12:50 - 3:00	Free-Flow Play Inside & Outside. Focus activities. Tidy Up.				
3:15	Story/Prayer/Home Time				

C&L	PSED
<ul style="list-style-type: none"> <li>Word of the Week: <b>fairness</b></li> <li>Sound of the week</li> <li>Longer sentences</li> <li>Read The Gingerbread Man</li> <li>Set up a kitchen home corner/bakery.</li> <li>Fill a tray with oats. Add C&amp;L cards &amp; find and describe them.</li> </ul>	<ul style="list-style-type: none"> <li>Job roles</li> <li>Self-registration</li> <li>New value: <b>Responsible</b></li> <li>Practise turn-taking by challenging children one by one to jump over the river from one side to another.</li> </ul>
PD	
GROSS	FINE
<ul style="list-style-type: none"> <li>Big chalk /ck/</li> <li>Trapeze, bikes/Running</li> <li>Sing the rhyme, clapping the rhythm with a friend.</li> <li>Set up a pretend river. Start narrow &amp; then widening it. <b>Think about how they could make their jump more effective, such as by doing a running jump.</b></li> <li>Build a bridge over the river using blocks and crates</li> </ul>	<ul style="list-style-type: none"> <li>Practise tracing /ck/</li> <li><b>Finger gym – daily activities</b></li> <li>Make and knead bread dough.</li> <li>Cutting skills activity</li> <li>Split pin gingerbread</li> </ul>
Literacy	Mathematics
<ul style="list-style-type: none"> <li>Word of the Week: <b>fairness</b></li> <li>Sound of the week /ck/ <b>sock</b></li> <li>Write name/Prewriting/Recognise capital letter</li> <li>Rhythm and rhyme</li> <li>Draw attention to parts of the book</li> <li>Outline of a gingerbread person - design their character and use some of their letter knowledge to label their design. <b>Can they write their own name on their design?</b></li> <li>Play a rhyming game with the children. Provide the word 'man'</li> </ul>	<ul style="list-style-type: none"> <li>Number of the week – 7/ fingers to 5/Count to 10</li> <li>Hide a gingerbread man. Encourage the children to use positional language to talk about where he is hiding from the old lady.</li> <li>Count the number of buttons on the Gingerbread Man.</li> </ul>
Understanding the World	Expressive Arts and Design
<ul style="list-style-type: none"> <li>RE Lesson 2</li> <li><u>Vets</u> role play/ Tales Tea Room</li> <li>Home corner – baking</li> <li>Cold water, ginger teabags, root ginger, slices of lemon and cinnamon sticks, teapots, cups, saucers and spoons in a large activity tray. Children to create their own cup of tea. Encourage children to describe the smells and textures as they explore the different ingredients while making their tea.</li> </ul>	<ul style="list-style-type: none"> <li>Provide the children with a selection of construction materials, such as straws, tape, lolly sticks or different-sized building bricks. Encourage the children to make a bridge that could go over the river to help the Gingerbread Man.</li> <li>Paint and decorate gingerbread men</li> <li>Fill a large activity tray with junk-modelling materials. Challenge children to create a boat for the gingerbread man</li> <li>Gingerbread playdough</li> </ul>

# Home School Communication

- Please do let us know if there is anything we can do to help you and your child settle in at Forty Hill.
- The best way to do this is to catch us at the end of the nursery session or email the school office who will arrange an appointment if it is not you who collects your child.
- Whilst open communication is welcome we ask you to please avoid talking at length in the mornings as this is a very busy time for us and we need to be there for the children.
- All communication from the school will come via the school's information system Arbor.





# Uniform

Nursery School Uniform	Summer Uniform (optional for Summer term)
<ul style="list-style-type: none"><li>• Black jogging bottoms or black leggings</li><li>• White polo shirt with or without school badge</li><li>• Bottle green sweatshirt with school badge</li><li>• Black socks or black tights</li></ul>	<ul style="list-style-type: none"><li>• Black shorts and white polo shirt with or without school badge</li><li>• Green and white Gingham dress with white socks</li></ul>

## Footwear

Black school shoes or smart plain black trainers (NO boots or sandals).

**PE Top** - Once your child knows which tree group they are in please purchase a plain t-shirt in that colour or purchase a School one from Smiths.

## **Ordering and Purchasing Uniform**

Our uniform can be purchased at J Smith & Sons (Baker Street) or online by logging into <https://www.smithsschoolwear.co.uk/>

Enter "Forty Hill" in the search section and the uniform will appear.

You can also purchase general uniform items (those without our logo) from other suppliers e.g. Marks & Spencer and major supermarkets.

*Please ensure that all clothing is labelled with your child's name.*



- **Bag** - We expect all our children to have a **Forty Hill back-pack** purchased from the School Uniform Shoppe Smiths on Baker Street.
- **Spare Clothes** - Your child will need a spare set of clothes; these will need to be placed in a bag (not plastic) on your child's peg.
- **Wellies** - So that children can continue their learning outdoors, all year round, they will need a pair of wellies. These can be brought in daily, or you can leave them on our boot rack.
- **Water bottles** - Your child will need a filled water bottle - this will need to be brought into nursery, everyday.
- **Jewellery** - Only stud earrings are allowed to be worn to school. Bracelets, necklaces or rings are not to be worn at any time.
- **Hair** - For safety reasons, long hair must be tied back with an appropriate fastening at all times (this applies to girls and boys). All fastenings need to be grey, black or green and should be small and discreet.
- **Toys and Sweets** - Please do not allow your children to bring sweets, toys or money etc. into nursery.

# It is extremely important that standards of expectations are met from the beginning.



- Please make sure your children are on time for Nursery. Our door opens at **8.40am** and registers are taken at **8.50am**. Children are welcomed through the playground, up the far slope and then down to the Nursery gate.
- Nursery finish at **3.15pm** and are dismissed from the Nursery gate which is accessed via the footpath adjacent to the school.
- Please send your child's **book bag / backpack** in everyday with their reading book and reading journal as they will be read with at school at least once a week.
- **Read** to your child at least once every day.
- Ensure that your child is wearing the **correct uniform that is labelled with their name** every day.
- Ensure you pay your yearly **Maintenance Fee** so we can make sure our school building is kept safe and well presented.



# Jesus Church

- We are proud to be linked to Jesus Church. Throughout our school year, we visit the church regularly to worship and to enrich our RE learning.
- Rev'd Bolster and Rev Mandy lead us in an act of worship each week, focussing on our vision and values and a relevant bible story. We are also fortunate enough to have them to support RE learning too when needed.
- As part of our Collective Worship Programme, the school attends Jesus Church throughout the year to participate in, and lead, festival services.





# The Friends of Forty Hill

- We are The Friends of Forty Hill - and we run the majority of fundraising and community events for the school. We have been an integral part of the school life for many years (formally known as APF) and have raised thousands of pounds, which has been spent on improving equipment and resources to enhance our children's education.

Some of the items we have managed to raise funds for and buy are:

A new reflection area; mirrors for our Dance Studio; School Reading Challenge books and storage hampers; new carpets for classrooms; Bibles for our school leavers.

Past fundraising events have included the Santa Dash and Disco/Mini movers Sessions

Our Forty Hill Summer Fete will be held after School on Friday 11th July- so please come and join us!

- Our reward is to see the children having fun at the events and enjoy seeing the money we raise used in the school.
- You are automatically a member of the Friends of Forty Hill - but we are always looking for volunteers and helpers to support our different fundraising projects in different ways so please don't be shy and help us to help our children!



# Maintenance Fund



This is a contribution that we request each new school year. Currently we ask for a yearly contribution of £36.00 for each child that attends the school (discounts are made for siblings).

We are asked as a school to contribute over £5000 each year towards a maintenance fund held at the diocese. Schools can then bid for a share of the money to pay for larger costly projects. At Forty Hill we have successfully bid several times over the last few years.

Works have included:

- Extensive hot and cold-water pipework
- Refurbishment of the children's toilets and disabled toilet
- Replacing the school roof
- Resurfacing the playground
- Improvement to site security and a new gate and fob system
- General upkeep e.g. repainting walls and windows, upgrading fire doors

FORTY HILL CHURCH OF ENGLAND PRIMARY SCHOOL

Gift Aid Declaration Form For School Maintenance Contribution

1) Full Name of Parent or Guardian – paying income tax or capital gains tax, making the donation described in (3) - Block capitals please.

2) Full Address of Parent or Guardian – named above – Block capitals please.

Post Code

3) The Donation – The donation is known as 'The School Maintenance Contribution'. It principally covers the Schools' subscription to 'The London Diocesan Board for Schools' maintenance scheme, and the School's contribution to 'The Enfield Deanery Concerning School Maintenance'. The maintenance relates to the School building, playground and related property.

4) Gift Aid Declaration – I agree that, whilst a child of mine is at the School, the School Governors can reclaim tax paid by me on all my donations as in (3) above.

Signed ..... Date .....

Name(s) of Child/Children

1 ..... Class .....

2 ..... Cl--

3 .....

4 .....

giftaid it

- If parents do not make this contribution, then the school has to make up the shortfall. As a Church of England school, the Local Authority does not contribute at all to the upkeep or repairs of our building, so being part of this fund is a necessity.
- In this time of funding cuts and increased pressure on school budgets, we would urge every family to support the school by making this contribution every year. For ease, it will be listed on your oldest child's Parent Pay account as 'School Maintenance Fund'. If you are a brand new family to our school, this will be set up once your child officially starts.



# Donations

It is customary for Early Years providers to ask parents for contributions throughout the year. Here at Forty Hill, we ask for a £10 donation every term.

This money goes mainly towards the purchase of sensory materials such as ingredients to make playdough, rice, popcorn kernels, foam, shaving gel/cream, bubble mixture, key texts to support our topics, seeds and anything that we feel will support the children and enhance their learning around a topic.

We thank you in advance for your support and if you'd like to pledge more this will be greatly appreciated.





# Any Questions?



If you have any additional questions following this meeting please email [office@fortyhill.enfield.sch.uk](mailto:office@fortyhill.enfield.sch.uk) and we will respond as soon as we can.