

Welcome to Nursery

Nursery team:



Miss Tyler
Class Teacher



Miss Hall
Nursery Nurse



Miss Scott
Teaching Assistant



Courage, Creativity, Collaboration, Respect



Key Adults in the School



Mr Collin-
Headteacher/ DSL



Miss Mazzaschi-
Deputy Head/
SENCO/DDSL



Mrs Hall-
ELSA/ DDSL



Miss Nickless
EYFS & KS1 Standards
Leader/ DDSL



Mr Turner
KS2 Standards Leader/
DDSL



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Our School Values



At Thorpe Lea we take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

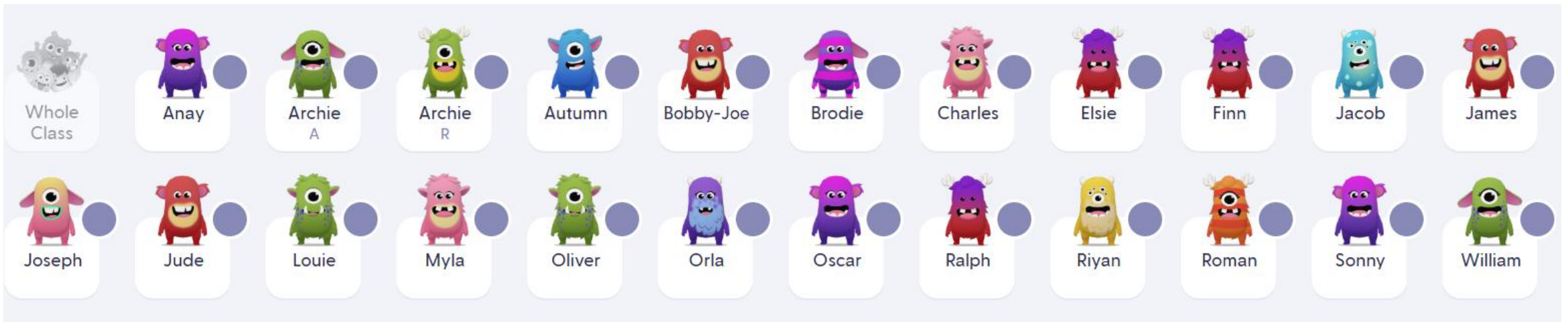


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Class Dojo

Class Dojo is used throughout the school from Nursery to Year 6 to promote positive behaviour. The skills logged on Class Dojo relate to the school's Behaviour Policy and expectations. A consistent approach to behaviour is applied throughout the school however rewards and consequences vary due to the ages of children throughout the school.

All adults working within the school can reward a child with a Class Dojo Point. They must inform the child's class teacher of this and the reason for the reward or consequence.



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Nursery timetable

	Monday	Tuesday Library	Wednesday	Thursday Library	Friday
8.40am-9.00am	Self-Registration Name writing Class register	Self-Registration Name writing Class register	Self-Registration Name writing Class register	Self-Registration Name writing Class register	Self-Registration Name writing Class register
9.05am-9.20am	Literacy input	Literacy input	Literacy input (Session A and 30 hours)	Literacy input	Literacy input
9.20am-9.50am	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups
10.00am-10.50am	Free flow busy learning	Free flow busy learning	Free flow busy learning	Free flow busy learning	Free flow busy learning
10.50am-11.00am	Tidy up time Drink	Tidy up time Drink	Tidy up time Drink	Tidy up time Drink	Tidy up time Drink
11.10 am-11:25am	Wash hands Get ready for lunch	Wash hands Get ready for lunch	Wash hands Get ready for lunch (30 hours)	Wash hands Get ready for lunch	Wash hands Get ready for lunch
11:30am-12:30pm	Lunch	Lunch	Lunch Session A - 11:25 - PSHE input 11:40 - Home Session B - 12:15pm - Literacy input	Lunch	Lunch
12:30pm-12:50pm	Register Math input	Register Math input	Register Math input for session B	Register Math input	Register Math input
12:50pm-13:20pm	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups	Indoor Busy Learning Focus groups
13:20pm-14:20pm	Free flow busy learning	Free flow busy learning	Free flow busy learning	Free flow busy learning	Free flow busy learning
14:20pm-14:30pm	Tidy up time Drink	Tidy up time Drink	Tidy up time Drink	Tidy up time Drink	Tidy up time Drink
14:30pm-15:00pm	Sharing/singing Milk and snack	Sharing/singing Milk and snack	PSHE input Milk and snack	Sharing/singing Milk and snack	Sharing/singing Milk and snack
15:00pm-15:10pm	Get ready for home	Get ready for home	Get ready for home	Get ready for home	Get ready for home
15:10	Home	Home	Home	Home	Home



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School Uniform

- Promotes a sense of pride in the school;
- Engenders a sense of community and belonging towards the school;
- Is practical and smart;
- Identifies the children with the school;
- Prevents children from coming to school in fashion clothes that could be distracting in class;
- Makes children feel equal to their peers in terms of appearance;
- Is regarded as suitable wear for school and good value for money by most parents;
- Is designed with health and safety in mind.

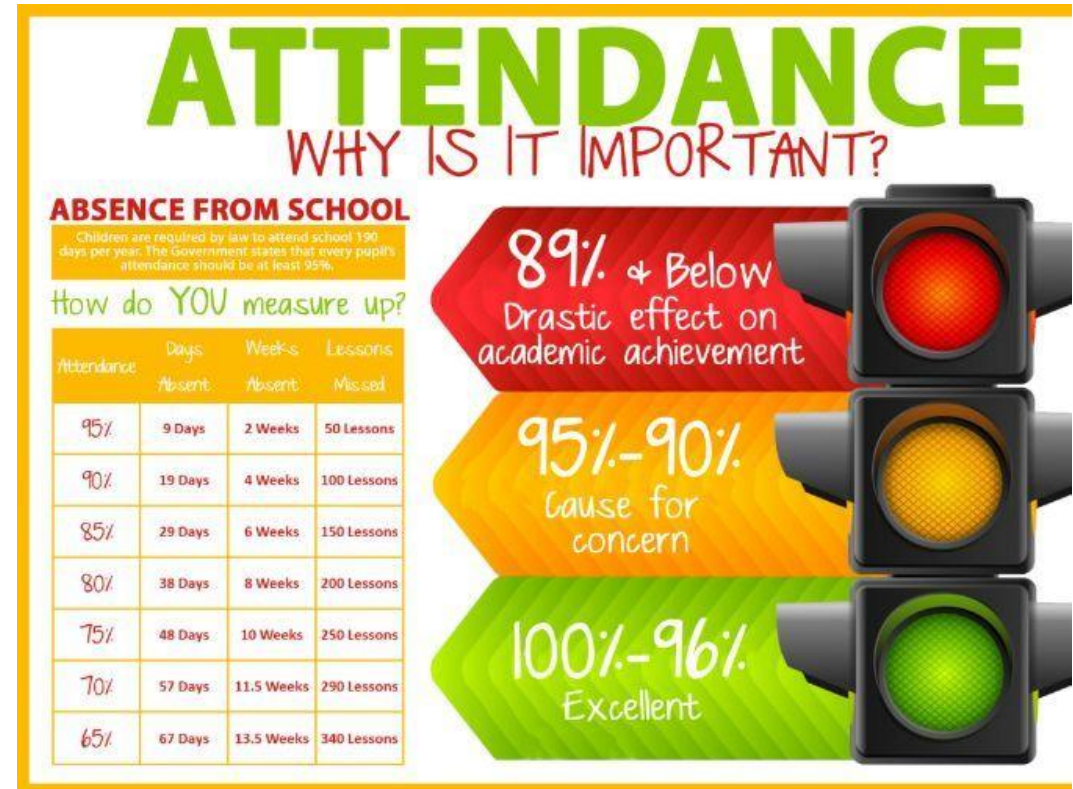


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Attendance

- During term times, it is vital that children attend school regularly. Our school target is 96%.
- If your child is absent from school please notify the school using Studybugs.
- A daily register is completed in each class and the Standards Leaders monitor the reasons for the child's absence on a regular basis.
- Evidence must be provided for appointments made during school hours. Please notify the School Office regarding appointments not class teachers.



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Our Curriculum – Last Year

	Autumn 1 All About Me	Autumn 2 Celebration	Spring 1 All About Authors	Spring 2 Traditional Tales	Summer 1 Seasons and Weather	Summer 2 All creatures great and small
Extra activities	Welcome back previous years January Starters New children settling in	Christmas concert	New children settling in	Easter		School Trip Sports Day End of year graduation
Literacy	Week 1 and 2 – <u>Transitioning into School stories</u> Week 3 – <u>Monkey</u> Puzzle Week 4 – <u>Fox's Favourite Autumn</u> Week 5 – <u>Rosa Parks</u> Week 6 – <u>Funny Bones</u> Week 7 – <u>The Very Hungry Caterpillar's Creepy Crawly Halloween</u> Skills: settling in to school and being able to listen and respond.	Week 1 – <u>Sparks in the sky</u> Week 2 – <u>Where the Poppies now grow</u> Week 3 – <u>Little Robin Red Vest</u> Week 4 – <u>Five Little Reindeer</u> Week 5 – <u>Stickman</u> Week 6 – <u>Jingle Bells</u> Week 7 – <u>Twas the Night before Christmas</u> Skills: Looking at a range of books and stories in different areas of the class, e.g. construction/small world/reading garden. Building awareness and love for early reading.	Week 1 and 2 – <u>Julia Donaldson</u> Week 3 – <u>Michael Rosen</u> Week 4 – <u>Janet and Allan Ahlberg</u> Week 5 – <u>Eric Carle</u> Week 6 – <u>Sam McBratney</u> Skills: Understand concept of print, difference between words and pictures. Reading from left to write and recognising letter names and sounds.	Week 1 – <u>Three Little Pigs</u> Week 2 – <u>Little Red Riding Hood</u> Week 3 – <u>Goldilocks and the three bears</u> – Science Day – Make dirty water clean Week 4 – <u>Three Billy Goats Gruff</u> Week 5- Easter Story Skills: Turn pages correctly, begin to answer 'what' questions on stories that have been read to them and naming and labelling things they see around their learning environment and books.	Week 1 – <u>Seasons come, Seasons go Tree</u> – Dan observe Science learning Week 2 – <u>Fox's Favourite Autumn</u> - Autumn Week 3 – <u>The Snowflake</u> - Winter Week 4 – <u>When will it be Spring?</u> spring Week 5 – <u>A summery Saturday morning</u> - summer Week 6 – <u>What the Ladybird heard at the sea-side</u> Skills: Understand and apply the 5 key concepts on print. Begin to talk about stories and retell stories they have heard. Begin to sequence stories and independently engage in conversations about stories whilst learning new vocabulary.	Week 1 – <u>Farm Animals</u> - Farm animals /ACS trip Week 2 – <u>Dinosaur Roar</u> - Dinosaurs Week 3 – <u>The chicken that hatched a cow</u> - chick eggs delivered Week 4 – <u>Noisy farm</u> - Chicks Week 5 – <u>We're going on a lion hunt</u> - Safari animals - Nursery Sports Day Week 6 – <u>Handle with care</u> - pets at home - Nursery Graduation Week 7 – <u>Little Caterpillar</u> - Mini beasts Week 8 – sea life <u>Transitioning to new school/class and beach theme stories.</u> Skills: Comprehend stories that have been read to them, use new vocabulary in sentences during role play or when recalling learning on carpet time. Answer and ask 'what', 'why' and 'how' questions about stories and to each other in play/show and tell.
Maths	Chorally counting 0-5 and 0-10. Lots of matching activities with numbers to objects.	Number a week from 1-10.	Pattern and 2D/3D shapes	Number a week from 1-10.	Embed counting skills: Touch as you count, counting in a <u>line/putting objects</u> in a line, cross out	Independent Counting skills: Touch as you count, counting in a <u>line/putting objects</u> in a line, cross out

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SURREY
COUNTY COUNCIL

Thorpe Lea Primary School and Nursery is committed to safeguarding and promoting the welfare of children and requires all staff, volunteers and visitors to share this commitment.

Due to our thorough Safeguarding procedures at Thorpe Lea Primary School and Nursery, if visiting the school, you may, be asked for identification.

Thank you.

What do I do if I am worried about a child?

If you become concerned about: Something a child says
Marks or bruising on a child
Changes in a child's behaviour or demeanour

You must inform the Designated Safeguarding Lead or a member of the Safeguarding Team, details of whom are below.

If you feel that a child may be at risk of harm but are not sure then inform a member of the team immediately, they will offer advice and take appropriate action. Child abuse happens to all children regardless of gender, culture, religion, social background and those with or without a disability. Sometimes a child may disclose information to you. If this happens then the following actions must take place.

What do I do if a child, discloses they are being harmed?

React calmly
Listen carefully to the child, in particular what is said spontaneously
Do not promise confidentiality. Explain to the child that you may need to pass on the information if you are worried about their safety

It is, advised, that you request a member of the safeguarding team to be present or seek their advice as soon as possible.

Record carefully what the child says in their words including how and when the account was given. Pass this information on to a member of the Safeguarding Team immediately.

Types of Harm

Harm is identified in four ways:

Neglect – This is when a child is not being taken care of by their parents/carers. It can be poor hygiene, poor diet, not keeping appointments for additional support or not coming to school.

Physical – this is when a children is deliberately hurt or injured.

Sexual – This is when a child is influenced or forced to take part in sexual activity. This can also be non-physical, e.g. being made to look at, an inappropriate image.

Emotional – This is when a child is made to feel frightened, worthless or unloved. It can be by shouting, using threats or making fun of someone.

Staff Conduct

If you are concerned about the conduct of a member of staff following an observation or disclosure, the following actions must take place: Immediately inform the Headteacher, Mr Adam Collin.

Keeping Yourself

Be professional. Be careful how you interact with or speak to a child, the child may interpret it differently. Avoid physical contact with children unless you are preventing them from harming themselves or others. Avoid being on your own with a child, always ensure that a door is open and that you are visible to others.



Mr A Collin
Headteacher

Designated
Safeguarding Lead



Miss S Mazzaschi
Deputy Headteacher
SENCo

Deputy Designated
Safeguarding
Officer



Miss N Day
School Business
Manager

Deputy Designated
Safeguarding
Officer



Mr J Turner
Class Teacher/KS2
Standards Leader

Deputy Designated
Safeguarding
Officer



Miss J Nickless
Class Teacher/KS1
Standards Leader

Deputy Designated
Safeguarding
Officer



Mrs L Hall
ELSA

Deputy Designated
Safeguarding
Officer



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Assessments

- When children begin school - Nursery baseline assessment.
- In school – observations are recorded on the app Tapestry.

Learning Journey Book :

- Session A and B – one piece every two weeks
- 30 hours - one piece a week



High Expectations, Respect, Teamwork, Diversity, Nurturing Care, Communication, Creativity



Tapestry

Gardening

NAME OF CHILD

6 May 2026, 13:53 by [Natalie Hall](#)

 Injournal

Approved by Natalie Hall on 6 May 2026, 14:10

This afternoon during busy learning the children have been planting different seeds in the planters. They put on the gardening gloves first and used the scoops to add more compost next they made a small hole in the compost and added the seeds before covering the seeds back up and watering them with the watering can.

 2 likes

 0 comments

Jump to:

Flags
4



 Download media

Comments

Add comment

Flags

- Communication and language
- Personal, social and emotional development
- Physical development
- Understanding the world

Flags



Communication and language

Personal, social and emotional development

Physical development

Understanding the world

[Back to top](#)

Snacks and Lunches

If you want your child to have milk during snack time, you need to be on the milk list. We provide crackers for children to have with their milk or water bottle on the carpet during snack time. Some weeks, we will be cooking with the children. They will be either enjoying this on the carpet during snack time or take it home to enjoy.

Children can bring in packed lunches (no nuts/ chocolate/ fizzy drinks) or they can have school dinners which you can order on a daily, weekly or termly basis. You can order these via the Pantry website. Please order these at least 24 hours before. School dinners are free for Reception to Year 2.

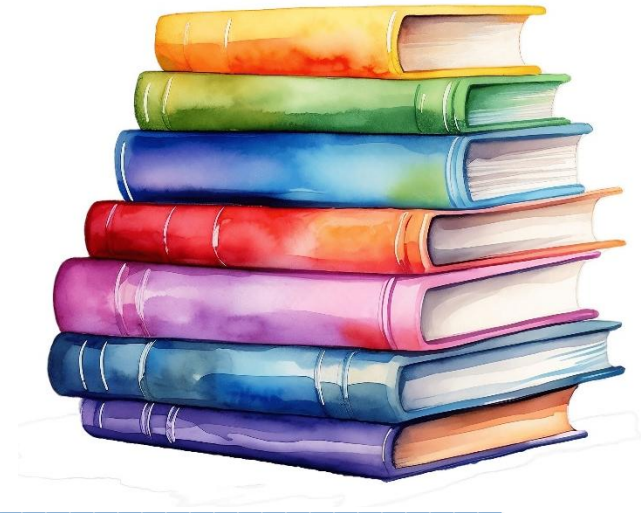


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Library

- This term on a fortnightly basis, the children will visit the library and will be read to by our librarian.
- Every other Tuesday and Thursday.



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Things you may need:

- Wellies (both labelled with child's name)
- Coat (labelled)
- Water bottle (labelled)
- School bag
- Lunchbox (labelled)
- Spare clothes (labelled)



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Things to set up:

- If new to the school, have you been sent a link for tapestry?
- SCOPAY account to order lunches? *(Lunch must be ordered 24 hours before)*
- Tucasi account to book breakfast or after school clubs *(Breakfast club must be ordered 24 hours before)*
- Studybugs- have you downloaded the app to your phone?



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Any questions

