



# BROOKLANDS PRIMARY AND NURSERY SCHOOL

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EYFS PROSPECTUS



# WELCOME

## MESSAGE

I have the great pleasure of welcoming you and your family to Brooklands Primary and Nursery School. I hope that you find this prospectus helpful in making that important decision as to where your child starts their educational journey, which I know is not an easy decision to make. We are passionate about ensuring that each and every child develops with self-confidence, developing a growth mindset and achieving their full potential across to spectrum of experiences that are on offer. We believe that the whole child should be nurtured as well as aiming for each child to leave ready for their next educational chapter.

Our dedicated team take great pride in enhancing the lives of the children we serve by offering the best possible learning opportunities. We accomplish this through our ambitious, broad and diverse curriculum which has a clear focus on English and Mathematics and has reading sitting at its heart. In addition, we celebrate the differences between each of our children, recognising their individuality and using this to enhance our strong personal development curriculum which we support through excellent pastoral provision.

We are a proud member of the Flying High Trust. Being part of Flying High allows us to benefit from a strong network of around thirty schools across Nottinghamshire, Nottingham City and Derbyshire who all work closely together to ensure that we are providing the best education possible for our children. Flying High Trust is one of highest performing Trusts in the country and, along with the other schools in the trust, we aim to continue to build on this to be the best school we can possibly be!

At Brooklands, we believe in the importance of a strong partnership between home and school and aim to develop a sense of security, interest and enquiry in children so that they may progress confidently through our school. Ultimately, and above all else, our priority is that your child feels happy and valued. Our aim is to ignite a child's love of learning and inspire them to achieve their very best, ensuring your child leaves Brooklands with high self-esteem, lots of independence, confidence and happy memories.

**Tom Daniel**

Headteacher



# SCHOOL VALUES

We have adopted the Trust values, and these underpin our vision for a truly excellent school in the centre of a vibrant community providing the highest quality education for the children and families we serve. Our school is an enjoyable, safe and happy space where our children grow and thrive in a stimulating learning environment, with a broad and ambitious curriculum, and most importantly, we are a school centred around strong relationships. In this way, the values are lived and not simply displayed

'You only live once and you need to enjoy life to go out and achieve whatever you want'.

Ellie Simmonds - PE




**ENJOYMENT**

'It's surely our responsibility to do everything within our power to create a planet that provides home not just for us, but for all life on Earth'.

David Attenborough - Geography



**RESPONSIBILITY**



**PERSEVERANCE**

'However difficult life may seem there is always something you can do and succeed at'.

Stephen Hawking - Science



**CONFIDENCE**

'Be your own artist, and always be confident in what you're doing. If you're not going to be confident, you might as well not be doing it'.

Aretha Franklin - Music

'It always seems impossible until it's done'.

Nelson Mandela - History




**ASPIRATION**

'If you have good thoughts, it will shine out of your face like sunbeams and you will always be lovely'.

Roald Dahl - English



**PRIDE**



**RESPECT**

'Not everything that can be counted counts, and not everything that counts can be counted'.

Albert Einstein - Mathematics

# OUR CURRICULUM

At Brooklands Primary and Nursery School, our vision is to 'Make Everyday Count; instilling a life-long love of learning'. This is embodied within our curriculum which is structured to prepare our children to be compassionate citizens of our world, valuing the local context and community. It is our duty, through our curriculum, to ensure our children are ready to flourish at secondary school and have the capacity to be successful in what will be their 'modern Britain'. For this to happen, the children must reach high standards of literacy and numeracy. They must have a keen sense on what it means to be 'British' in a Britain that celebrates the differences we all have in our life choices, relationships and, indeed, opinions.

Our curriculum, underpinned by current research, ensures our children will be well-rounded individuals who are prepared for the next stage of their journey. It will promote the demonstration of compassion, integrity and a pursuit of excellence in order for our children to reach their potential. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy on the wider world.

Fluency in the core subjects, with reading at the heart, enables access to the full curriculum and is therefore integral to our approach. The curriculum is carefully designed through termly enquiry drivers, History, Geography and Creative Arts, ensuring coverage, progression and retention of transferrable knowledge and skills. It aims to provide inclusive and aspirational environments where learners thrive and build the cultural-capital they need to make aspirational choices about their own future, overcoming any barriers. In order to achieve this our curriculum is underpinned by the following **HEART** principles:



## Our Curriculum is full of...

**H**orizon broadening

**E**quity

**A**spiration

**R**ich vocabulary

**T**hirst for Knowledge



# THE ELGs

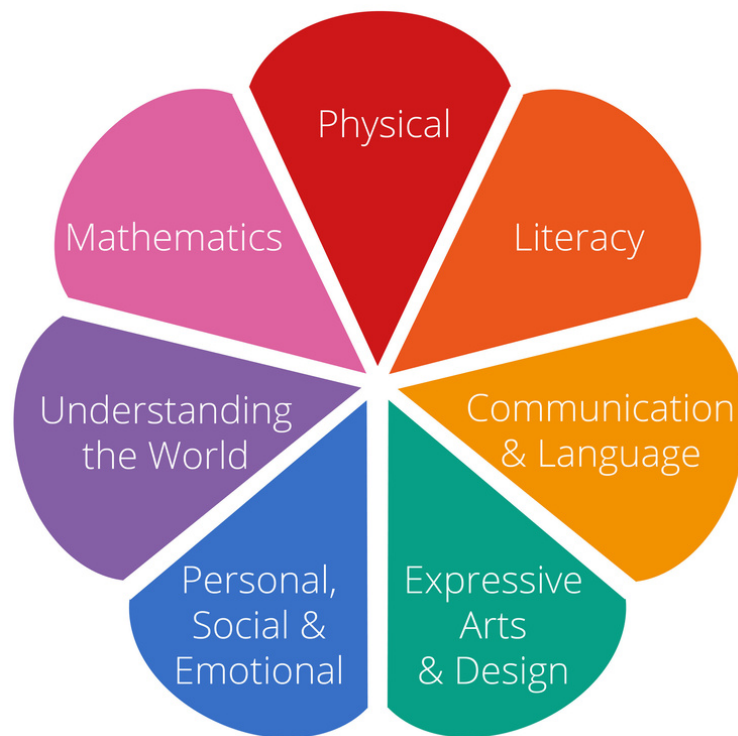
# EARLY LEARNING GOALS

In EYFS we follow the Early Years Foundation Stage curriculum. This curriculum sets out the end of year expectations for children in Reception, also known as the Early Learning Goals.

We teach the curriculum using a sequence of carefully planned enquiries that build skills, knowledge and independence. We supplement these enquiries by planning in opportunities for children to explore their own interests

Throughout Nursery and Reception, we will be working towards your child achieving the Early Learning Goals. These goals are statutory goals for the end of Reception.

## The goals cover 7 programmes of study:



We strive to deliver a curriculum that is engaging, creative and challenging for all children. A balance of play based and adult-led learning is used to work towards achievement of the Early Learning Goals. We also promote the development of Characteristics of Effective Learning. These underpin achievement of the ELGs.

We carefully plan learning tasks and activities that will develop children's knowledge and skills in the specific areas whilst simultaneously allowing them to embed and develop their skills from the prime areas.

# 1

## Communication and Language

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 on 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.



### EARLY LEARNING GOALS FOR COMMUNICATION AND LANGUAGE

- Listening, attention and understanding
- Speaking

# 2

## 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.



### EARLY LEARNING GOALS FOR PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Self-regulation
- Managing self
- Building relationships

# 3

## 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 wellbeing. 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.



### EARLY LEARNING GOALS FOR PHYSICAL DEVELOPMENT

- Gross Motor Skills
- Fine Motor Skills

# 4

## Literacy

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).



### EARLY LEARNING GOALS FOR LITERACY

- Comprehension
- Word Reading
- Writing

# 5

## Mathematics

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, it is important that the curriculum includes rich opportunities for children 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.



### EARLY LEARNING GOALS FOR MATHEMATICS

- Number
- Numerical Pattern

# 6

## Understanding 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.



### EARLY LEARNING GOALS FOR UNDERSTANDING THE WORLD

- Past and Present
- People, Culture and Communities
- The Natural World

## 7

## Expressive Arts 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.



### EARLY LEARNING GOALS FOR EXPRESSIVE ARTS AND DESIGN

- Creating with Materials
- Being Imaginative and Expressive

# EARLY READING

As a school, we use the DfE validated No Nonsense Phonics Skills programme (NNPS) to teach phonics and early reading. Our rigorous and systematic approach to the early reading curriculum, develops children's accuracy and fluency, building confidence and cultivates an enjoyment for reading. Our commitment to the English Hub demonstrates that reading is of the highest priority at Brooklands. Reading is the gateway to the curriculum, therefore it is fundamental to school improvement with a focus on the quality of education that we provide this for our children. We have enhanced teachers' knowledge of the teaching of phonics and early reading through whole school training.



Book	Featured Graphemes
1	s a t i p n c k -ck e h r th
2	m d g o u l -ll f -ff -ss b j y
3	ai -ay w oa ow -ie -igh -le o a e i o u -y
4	ee or z -zz wh ea -ea -s -se -ze aw
5	-ng -nk v -ve -oo oo -y -ey -x ch sh th ph
6	qu ou ow oi oy ue ue er ar ce ge se
7	c g -oe i-e e-e o-e a-e u-e air -are -ear -ere
8	eer ear -ere -ier ir ur ear or -our
9	-x -ie ew ch ou a ch -tch -ture -ti -ci -ssi -si -s -ge -le -il -al -el f -ff ph -gh j -ge g -dge kn gn wr -mb -st -or ore -our oar -oor ough aw au a -al augh ar ar

This high-quality, professional development, provided by Debbie Hepplewhite (the author of NNPS), the English Hub and our Early Reading Lead, is maintained as the reading leader has established an effective weekly coaching system to include practice, observation and feedback to increase teacher effectiveness. All new staff in school receive training in the Autumn term to establish a solid understanding of, and consistency in, the delivery of NNPS.

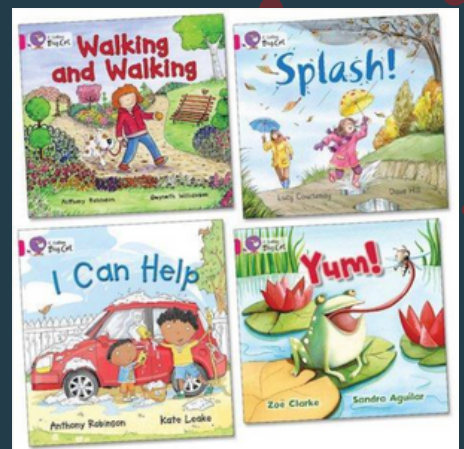


# EARLY READING

With the support of the English Hub we have established a data-driven culture to ensure all children make the best possible progress in reading and children can catch up quickly. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all children. Any children identified, at any point of their educational journey, become our targeted for additional catch-up support. These children receive rapid intervention. Our rigorous and sequential approach to the early reading interventions develops children's fluency, confidence and enjoyment in reading. It is supported by research on cognitive load theory, as the teaching of phonemes and early reading skills is planned in small chunks which reduces memory capacity. Termly NTS tests support the assessment and gap analysis which is used to inform teaching and intervention.



All of our children read decodable reading texts in school as part of their shared reading and also take a reading book to share at home. These books are closely matched to the phonemes/graphemes (code) that children have been taught and is systematically reviewed. These decodable reading books are used to build our children's fluency and confidence by providing the opportunity to apply this knowledge in practice and to ensure that children have a sense of reading independence. Our children love reading and want to read because they can read all of the words in the storybook they take home. There is a visible drive from teachers for our children to be passionate readers, using this as a 'tool' to read their way to a promising future.



Our shared reading books are well-pitched to the children's reading developments but with elements of challenge, linked to the vocabulary, catering for all the abilities within the class.



# A TYPICAL DAY

Once children start full-time school, they will be placed in one of our reception classes. All our classes are named after birds and our reception classes are Sparrows and Robins. Your child will have a named teacher who is responsible for their learning, development and wellbeing. However, our unit is open-plan and any of the staff in the unit could be working with your child when they are choosing their own learning in the provision.

Children will be taught Maths, Phonics and English on a daily basis. This will include a mix of whole class and small group teaching in addition to independently developing skills throughout the indoor and outdoor environment. The length and frequency of adult-led teaching will increase throughout the year.

There is also the opportunity to revisit this learning through the provision, both indoors and outdoors.

Across the week children will also have a dedicated enquiry lesson where they learn more about their question for the half term. There is a dedicated PSHE session, and of course PE.

The enquiry lesson could focus on any subject area which is relevant and is often a cross-curricular session with the opportunity to follow up through focused activities and independent learning in the provision.



## A typical day:

- Children will enter class and complete a morning challenge
- Whole class no nonsense phonics lesson
- Access to the indoor and outdoor learning environment
- Maths teaching input followed by small group work
- Lunch
- Literacy teaching input followed by small group work
- Access to the indoor and outdoor learning environment
- Enquiry based teaching input
- Access to the indoor and outdoor learning environment
- Story time
- Daily Reflection Time
- Home time

# GENERAL INFORMATION



## Attendance and Punctuality

It is important that your child attends school every day and is on time. If your child is ill, please ring the absence line to inform us and tell us when your child will be back to school. Being on time to school helps children to become familiar with the morning routine and ensures that they have a settled start to the day.



## Uniform

- Blue cardigan or jumper (available with the Brooklands logo)
- Black or dark grey trousers or skirt
- White polo shirt
- Black shoes

## PE

PE lessons are twice per week. We will inform you of which days PE will be taught.

Children require:

- White top
- Black jogging bottoms
- Black shorts (in summer)
- Black trainers



## Lunch

Children in Reception are provided with a free meal at lunch time. We will share menus with you to help your child decide what they would like to eat. You can also provide a packed lunch for your child. We will send you forms to complete regarding dietary requirements and allergies upon admission.



## Toileting

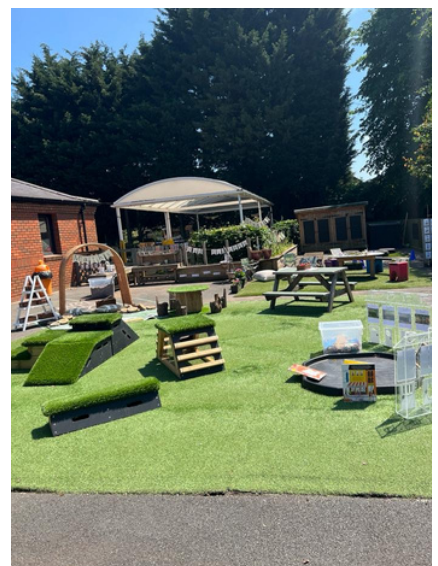
We appreciate that all children develop at their own rate, however we expect all children to be able to go to the toilet on their own by the time they enter Reception. We will support with buttons and fastenings on clothing if needed. All children may have occasional accidents and we will support and change your child in line with our intimate care policy. If your child has frequent accidents, please send a spare change of clothes into school. We will work alongside you to try and reduce the number of accidents that your child has

# OUR ENVIRONMENT

Children will access a high quality, carefully planned environment throughout the day. We carefully plan our provision to meet the needs and interests of the children. Our environment encourages children to be confident and independent learners that welcome challenge. We aim to provide opportunities that inspire children to discover the awe and wonder of the world around them.



Throughout the course of a day, children will engage in adult-directed teaching activities as a whole class or in smaller groups. When children are not working on an adult-directed learning activity they will be able to choose their own learning either indoors or in our exciting, newly-renovated outdoor area.



# RELATIONSHIP AWARE PROJECT

We wanted to let you know about a brilliant new initiative we are rolling out here at Brooklands Primary And Nursery School alongside other Nurseries in the local area. The project led by Derbyshire Early Years is called 'The Relationship Aware Programme'.



## 1 WHAT IS THE PROGRAMME?

The programme is all about supporting children through transitions in their early years and beyond using a 'teddy bear'. This teddy bear is gifted to your child and will become part of their educational life, being there at all the big moments of change as well as all the small everyday transitions they make.

## 2 HOW DOES IT HELP?

The teddy bear is known as a 'transitional object' and has been shown to help children cope in the following ways:

- Emotional wellbeing, regulation and building resilience
- Building and maintaining relationships
- Feeling secure
- Co-regulation
- Daily routine
- Mental health

# THE AVIARY

## ENRICHED & EXTENDED PROVISION

The Aviary is the name for Brooklands breakfast and afterschool club. This club provides full wrap around care for our working families. The club opens at 7.15am and closes at 6pm.

The Aviary is located in the Junior Building and is next to the Osprey classroom.

If you would like to book a place, please use Parent Pay before midnight on a Thursday to book for the following week. If you would like to find out more, or need help with booking, please contact the school on 0115 9732846.



Our skilled staff team and other experts host a number of lunch time and after school clubs for our children. These vary by term but have included multi-skills sports, football, sewing, art, choir, chess, street dance and more!

Being part of The Flying High Trust means we can participate in a number of multi-school events including sports competitions, children's parliament and young enterprise.



# NURTURE PROVISION

We have a dedicated pastoral team who head up 'The Birdhide' to support children who may be experiencing emotional difficulties, grief or a lack of confidence. This team is experienced in delivering bespoke programmes to children of all ages to compliment therapeutic programmes delivered by external agencies. The Birdhide provides a safe and positive nurture space for children from across the school who may need a little extra support. Sessions are led by Mrs Cocker and ELSA sessions by Mrs Hibbert. Mrs Hibbert is also very experienced around Mental Health and is the current Mental Health Lead for The Flying High Partnership. The feedback we have had from parents about this resource is extremely positive.



# PARENTS AS PARTNERS

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“Parents are children’s first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children’s development and learning.”

Early Years Foundation Stage: Principles into Practice. Commitment 2.2

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Throughout the year we hold several events in Early Years that parents are welcome to attend:

- ‘Stay, Play & Share’ sessions where parents and carers are invited into school to play alongside their child and have the opportunity to look at their work and leave feedback.

## Class Dojo & website

Each class has their own Dojo page which is updated weekly with news and photographs to keep you up to date with our learning and share all the exciting things that have happened over the week.

## School Newsletter

The school newsletter contains information to keep you informed of any events and reminders. The school website contains additional information and resources to support your child in their learning at home.

## Reading Diaries

Children are provided with a reading diary. This will be used to record reading both at school and at home. Please sign your child’s day every day when you have read with them. For each read, tokens are awarded to the whole class total.



# PARENTS AS PARTNERS



## The importance of supporting communication and language development

How many words do you know? This can seem like a puzzling question. Although we use words all day long when talking, reading or writing – we don't often think about the importance of the words we know or how many words we have in our vocabulary. Evidence has proven that the amount of words a child knows and understands has a direct impact on their success in school and in later life. Evidence has shown that an increasing number of children are starting school at age 3 with a huge gap in their vocabulary. It is vital that parents and teachers work together to close this gap to enable every child to succeed.

There are a few things that you can do to expose your child to as many new words as possible and enable them to thrive in a vocabulary rich environment:

- Reading – reading a range of fiction and non-fiction books will expose your child to new words in new contexts and allow you and your child to talk about the meanings of new words together. A child who reads at home for 5 minutes a day will read 282,000 words per school year, but a child who reads at home for 20 minutes per day will read a whopping 1,800,000 words per school year. The more you read with your child – the more vocabulary they will have.
- Talking – a study carried out in the US found that parents who talked to their children at every opportunity spoke 32 million more words to their children than parents who talked less often. So by simply conversing and talking to your child at every opportunity you will be exposing them to more and more words and increasing their vocabulary knowledge. Having a two-way conversation is far more effective than simply just talking to your child.

Here are some ways you can improve the quality of talk you have with your child:

- Turn-taking – encouraging turn taking will help your child to develop better communication skills when having a conversation and understand when it is their turn to listen and their turn to talk.
- Expanding on what your child says by repeating their comments but with more detail. E.g. if a child says “That’s my scooter.” You could expand on their comment by responding “Yes, that’s your fast, blue scooter with silver wheels.”
- Commentating – as you are going about your routine with your child you can be ‘thinking out loud’ and providing a commentary of what you are doing as you are doing it. Similarly, you can provide a commentary of what your child is doing as you are playing together by simply saying what they are doing.
- Sharing new experiences and visit new places– talking about new places you have visited or new experiences will expose your child to many new words in different contexts.



We hope that this prospectus has encouraged you to consider Brooklands for your child.

Please visit our website or contact us if you have any questions about starting Nursery, Reception or the admissions process.



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<https://www.brooklands.derbyshire.sch.uk>