

Newfield Primary School

Everyone Learning Together



Welcome to Nursery Bonsai

Ms Razaq

Ms Marian

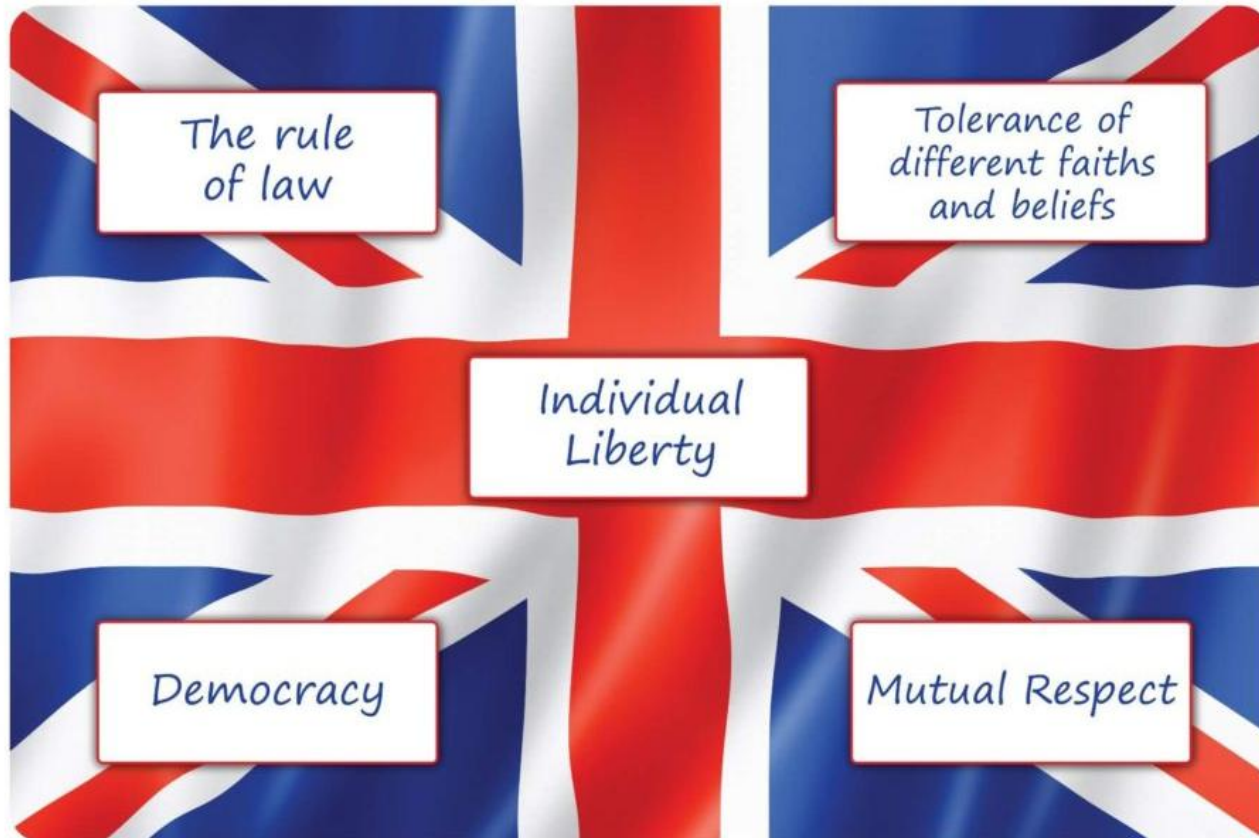
Our Vision



- ❖ To nurture **AMBITION** in our children by ensuring that all pupils have a sense of **BELONGING** in a learning community where they are empowered to **ACHIEVE** the best that they can.
- ❖ For staff, pupils, parents, governors and the community to show **RESPECT** for each other. We aim to be a cohesive school knitted together with **KINDNESS**.
- ❖ To provide an engaging, stimulating and challenging curriculum to overcome barriers to learning so that all pupils can experience **ENJOYMENT** and **RESILIENCE** for life-long learning.
- ❖ To create a culture of **TOLERANCE** where the beliefs, thoughts and ideas of all members of the school community are respected.



British Values





Our Values

We uphold and promote British values through our core school values of:

- ▶ **Achievement**
- ▶ **Ambition**
- ▶ **Belonging**
- ▶ **Enjoyment**
- ▶ **Kindness**
- ▶ **Resilience**
- ▶ **Respect**
- ▶ **Tolerance**



Our School Rules

- ▶ Be Kind
- ▶ Be Ready
- ▶ Be Respectful
- ▶ Be Safe

Behaviour Chart

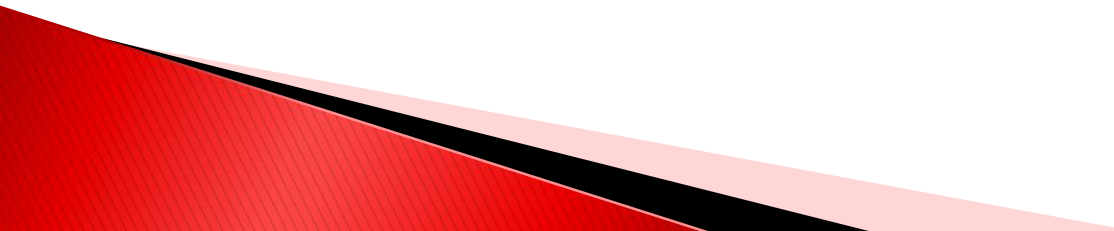


Gold	Going the extra mile. Above and beyond expectations in work and behaviour. An exceptional piece of work. Extreme effort and hard work. Sustained green behaviour over time.
Silver	Taking responsibility for yourself and your actions. Showing all of the Newfield values. Following the school rules at all times. An exceptional piece of work. Showing effort and aiming to improve your work and behaviour. Sustained green behaviour over time.
Green	Following the School Rules. Working hard. Showing the Newfield values.
Orange	First warning Not ready for learning. Not being kind or respectful to children or adults. Not showing the Newfield values. Not completing work to a good standard.
Yellow	Not ready for learning. Not being kind or respectful to children or adults. Not showing the Newfield values. Not completing work to a good standard.
Red	Repeated Yellow Behaviours. Refusing to take part in the lesson. Continuing to be unkind or disrespectful to children or adults. Hurting others. Making racist, homophobic or sexist comments. Swearing or insulting children or adults. Leaving a room without permission. Breaking or damaging property.

Home-School Agreement

- ▶ Please make sure that you have read and signed the Home-School agreement and handed it back to the office or class teacher.

Attendance

- ▶ Learning starts at **8.50am**
 - ▶ Please be at school at **8.40am** (gates open)
 - ▶ The school attendance target is **95%**
 - ▶ **TERM TIME HOLIDAYS WILL NOT BE AUTHORISED.**
 - ▶ Remember: 'Be on time at 10 to 9.'
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Importance of attendance

The school's target for attendance is 95%.

ABSENCE = LOST OPPORTUNITY



Did You Know... ?

If Your Child's Attendance During the School Year...	Your Child Would Have Lost Approximately...	or They Would Have Missed Approximately...
was 95%	9 Days from School	50 Lessons
was 90%	19 Days from School	100 Lessons
was 85%	29 Days from School	150 Lessons
was 80%	38 Days from School	200 Lessons
was 75%	48 Days from School	250 Lessons

Getting Your Child to School Really Matters



Breakfast Club

- ▶ **FREE** Breakfast Club starts from 8am every day in the hall.
- ▶ Children will have access to a range of breakfast foods including cereal, toast, bagels, yoghurt, fruit and juice.
- ▶ Occasionally, there will be other items on the menu such as croissants, pancakes and smoothies.
- ▶ Breakfast club activities includes Lego, toys and games, Play-Doh, drawing and reading.
- ▶ Please book on Parent Pay if you would like your child to attend Breakfast Club.



Newfield Primary School

Nursery Curriculum Overview 2026-2027 – Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic					
Me and My Community	Heroes and Superheroes	Amazing Beasts	Growing and Planting	Into Space	Around the World
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 children's language effectively.					
Personal, Social and Emotional Development					
Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy <u>lives</u> , 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.					
Jigsaw Topics					
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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.					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Units					
Indoors: Introduction to P.E – Unit 1	Indoors: Fundamentals – Unit 1	Indoors: Gymnastics - Unit 1	Indoors: Ball skills – Unit 1	Indoors: Dance – Unit 1	Indoors: Games – Unit 1
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)					
Keys Texts					
Lulu's First Day Our Class is Family Biscuit Bear	<u>Doctorsaurus</u> Superkid The Three Little Pigs Dear Santa	Mad About Dinosaurs Rumble in the Jungle <u>Arrgh Spider</u>	Lulu Loves Flowers The Enormous Turnip Veg Patch Party	Snail in Space Draw Me a Star Whatever Next	Monkey: A Trickster Tale from India The Runway <u>Chappati</u> Monkey Puzzle
Word Reading (Phonics)					
Nursery Rhymes Stories Songs Poems Environmental Sounds	Nursery Rhymes Stories Songs Poems Environmental Sounds	Nursery Rhymes Stories Songs Poems Environmental Sounds	Nursery Rhymes Stories Songs Poems Environmental Sounds	Introduction to Set 1 Sounds Some two-letter sounds	Introduction to Set 1 Sounds Some two-letter sounds
Writing					

From the beginning of Nursery pupils will use a variety of mark making tools to express their early writing. They will be able to write some or all of their name and will be begin to write some letters accurately. Nursery pupils will also understand the five key concepts about print and develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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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.

Comparison 1: More than, fewer than, same Shape, space and measure 1: Explore and build with shapes and objects Pattern 1: Explore repeats Counting 1: Hear and say number names Counting 2: Begin to order number names Subitising 1: I see 1, 2, 3 Pattern 2: Join in with repeats Shape, space and measure 2: Explore position and space	Subitising 2: Show me 1, 2, 3 Counting 3: Move and label 1, 2, 3 Shape, space and measure 3: Explore and position routes Pattern 3: Explore patterns Counting 4: Take and give 1, 2, 3 Shape, space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2: Compare and sort collections	Counting 6: To 20 and beyond Comparison 2: How many more? Shape, space and measure 7: Manipulate, compose and decompose Comparison 3: Sharing and grouping Pattern 2/Shape, space and measure 8: Visualise, build and map Shape, space and measure 9: Make connections
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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.

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.



PE

- ▶ We have PE on **Wednesday**
- ▶ Pupils are expected to wear suitable clothes on a PE Day: a red t-shirt and black or grey shorts or track suit bottoms. Ideally pupils should wear black shorts or jogging bottoms and a red Newfield P.E. top. Pupils should wear black plimsolls or black trainers.
- ▶ If your child does not wear their PE kit into school, we may call and request you to bring it in.



School Uniform



Please make sure that school uniform is labelled with your child's name.



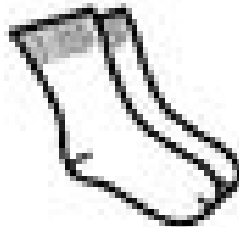
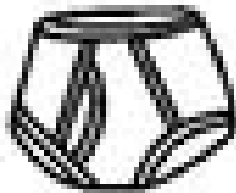
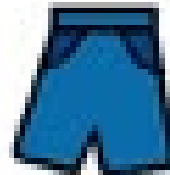
Uniform Reminders

- ▶ No hoodies or caps are permitted in school except for Newfield caps.
- ▶ Girls who wear hijabs are requested to wear **red, white or black** ones to match their school uniform.
- ▶ Only stud earrings or religious jewellery is allowed. Pupils are allowed to wear watches, but not smart watches.
- ▶ Pupils' hair should be tied back and neat.
- ▶ No backpacks in school unless it is a swimming day (Y5) or trip day.

Second-hand uniform is available if you need it. Please ask Ms Penny in the office if you require any.

Spare clothing

- ▶ Please provide spare clothes for your child to keep in school.





Home Learning

Reading is at the core of our Home Learning and we encourage you read to and with your child every day to read for pleasure.

Children in Nursery will be given a Library book.

Library books are given out on Wednesday and to be returned every Monday

Your child will be given a Home Learning folder. Please ensure that this folder is brought in every week containing the library book



Visits and Trips

	Trip
Autumn 1	Autumn Walk- Roundwood Park TBC
Autumn 2	
Spring 1	TBC
Spring 2	TBC
Summer 1	TBC
Summer 2	TBC

All trips to be confirmed.

For some of these activities to go ahead we will ask for a small contribution.



ParentPay

At Newfield we use ParentPay for you to make payments online for items such as dinner money and school trips.

For more information, please contact the school office or visit the ParentPay website.

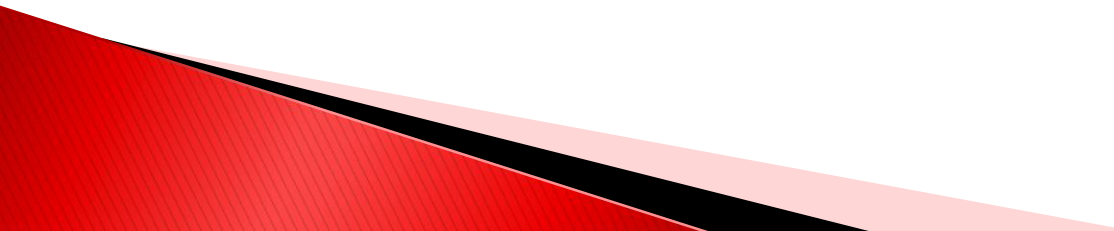


SEND

- ▶ Our SENDCo is Ms Devonish
- ▶ Her working days are **Monday, Tuesday and Friday.**
- ▶ Her email address is send@newfield.brent.sch.uk

Please refer to the school website for further information.

Ms Devonish will be available in the hall/library.





Parent Communication

- ▶ Letters are sent out regularly.
- ▶ We currently use text messages to communicate with you throughout the year and send you reminders about school events, trips and school closures.
- ▶ If you change your mobile number or email address, please speak to Ms Penny in the office to update it. If we do not have the correct information, then you will not receive text messages.
- ▶ We also use the **school website** to communicate with parents. It holds the key information about the school, calendar dates, copies of newsletters, photos from events etc...

We need your help!

- ▶ Please support the school by volunteering for fundraising events such as charity events, discos, film afternoons and the Summer Fair.
- ▶ If you are interested in joining the PTA, please speak to Ms Devraj or Ms To.

Join the PTA!



How can you help your child at home?



- ▶ Ensure your child has the best possible attendance at school.
- ▶ Read with your child as often as possible – ideally a goodnight story before bedtime every night.
- ▶ Talk to your child about what they have learnt at school and what book(s) they are reading, encouraging them to talk about who is in the story and where it takes place.
- ▶ Make sure your child has a good sleep and healthy breakfast every morning!



Parent workshops

Over the course of the year, we will be running a series of workshops aimed to support you and your child's learning – dates will be shared throughout the year.



E-Safety

Ensure that your child is not on devices for too long and monitor their online use.

1. Be Involved and Curious

- ▶ Talk regularly with your child about what they do online.
- ▶ Keep devices in shared family spaces, not bedrooms.

2. Set Age-Appropriate Boundaries

- ▶ Follow age ratings on games, apps, and social media platforms
- ▶ Use **parental controls** on devices, apps, and home Wi-Fi.

3. Privacy and Passwords

- ▶ Never share personal details (name, school, address, etc.) with people they don't know.
- ▶ Teach the importance of keeping passwords private—even from friends.

4. Model Good Digital Behaviour

- ▶ Be a positive role model – use your own screen time wisely.
- ▶ Avoid oversharing about your child on social media.



Brent Schools Commitment: The PHONE Pledge

As Brent schools, we commit to working together
to create safe, supportive, and forward-thinking
environments for our children. We will:

P – **Protect**

Place learning, wellbeing,
and safeguarding at the heart
of all decisions about smartphones
and smart technology.

H – **Help**

Provide clear guidance and practical
support to pupils, families, and staff.
Our policies will be transparent and
accessible to all.

O – **Observe**

Monitor and review our school's
approach to technology regularly.

N – **Nurture**

Promote positive development by
teaching digital literacy, critical thinking,
and responsible online behaviours.

E – **Educate**

Work collaboratively across Brent to share
best practice and raise awareness about
the benefits and risks of technology.





Mobile Phones

Pupils

- ▶ No mobile phones to be used in school or on trips (unless needed for medical reasons.) This will need to be agreed by the school.
- ▶ Older pupils are allowed to bring mobile phones to school if they travel to school alone. Parental permission is required. Phones are kept in the school office.
- ▶ Pupils are allowed to use their phones once they are outside of the school gate.

Parents/Carers

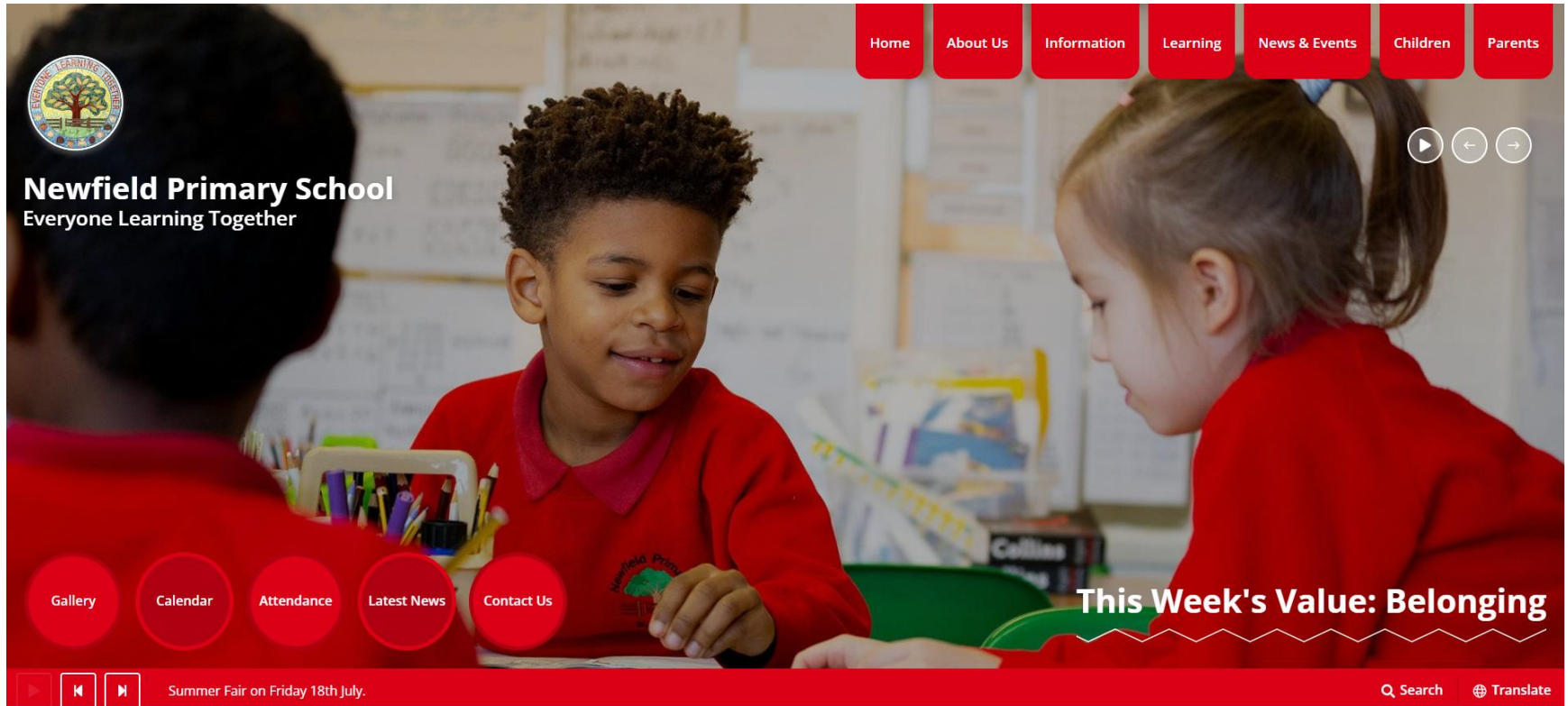
- ▶ If you are on the school premises or attending an event (assemblies, performances), please minimise the use of mobile phones except where necessary.
- ▶ Only take photos of your own child and make sure not to post on social media.
- ▶ Parents/carers on school trips should avoid using their phone unless absolutely necessary.
- ▶ Parents/carers must use the school office as the first point of contact if they need to get in touch with their child during the school day. They must not try to contact their child on their personal mobile during the school day.

Handouts

Handouts:

- ▶ Home School Agreement
- ▶ Curriculum overviews
- ▶ Term dates

The School Website



Any questions?

