



01.10.24

An introduction to
Nursery



Our Christian Vision



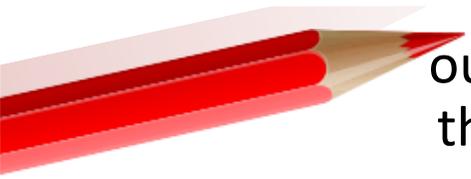
Growing in God's Love; Flourishing Together

At Knowle CE Primary Academy, we provide a nurturing environment for all children and adults to grow in mind, body and spirit, enabling everyone to fulfil their potential. Individuals are celebrated for their unique gifts and flourish together through living out our school values, as we make a positive impact on each other, our local community and the wider world. As a result, children are well prepared for a future in which they will bear lasting fruit and make the world a better place.



S.M.I.L.E Agenda

S.M.I.L.E Throughout the academic year, pupils will focus on the **SOCIALISE, MOVE, INTEREST, LEARN** and **ENGAGE** elements of wellbeing. During our time in Nursery, we develop positive relationships with both adults and our peers. These warm, caring, and consistent relationships help us to feel safe and secure and provide us with the opportunity to develop our sense of self, feeling valued and understood.



We begin to understand how we can manage our emotions, set ourselves simple goals and gain confidence in our own abilities. We learn through rich opportunities both inside and outside the classroom where we explore, investigate, and discover. These memorable learning experiences promote creativity, independence and most importantly enjoyment!

S.M.I.L.E Agenda



By the end of the academic year pupils should have: gained a strong sense of self and belonging to our 'Nursery Family.' Pupils will begin to understand the wider community to which they belong to and understand ways they can give to others and nurture their relationships. Pupils begin to move from the 'I' to the 'We' and are prepared for their next stage of their journey into Reception.

Birmingham Children's Hospital ~ Bertie Bear Event



What is the EYFS?

- The Early Years Foundation Stage (EYFS) covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keep them healthy and safe.
- EYFS is split over two academic years. The first year in Nursery focuses on the new Department for Education framework, 'Development Matters', which is non statutory.
- In the second year in Reception we focus on working towards the Early Learning Goals and this is a statutory requirement.





The Early Years Foundation Stage

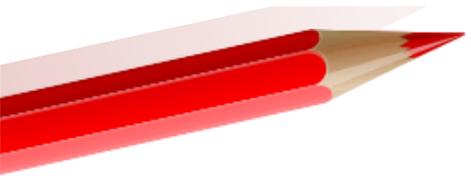
The Early Years framework includes seven areas of learning and development.

The 3 prime areas are crucial for igniting children's curiosity and enthusiasm for learning.

Communication and Language

Personal, Social and Emotional Development

Physical Development



The prime areas are strengthened and applied through the 4 specific areas:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Children's Development ~ Nursery

Children develop and learn at different rates and in different ways. Their development is not neat and orderly. That is why the '*Development Matters*' sets out children's learning into age bands. The focus age bands for Nursery are:

Birth to three
3 and 4 year olds

The expectation is that by the end of Nursery your child should be working securely within the 3 and 4 year old band in preparation for Reception.



EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Prime Areas

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Can find it difficult to pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- May have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

EYFS Development Matters 2020 Statements Three and Four-Year-Olds - Specific Areas

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - the names of the different parts of a book
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Mathematics

- Fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

EYFS PROVISION

Effective Learning must be meaningful to a child so that they are able to use what they have learned and apply it to new situations.



- Curriculum design (6 Themes)
- Continuous provision
- Enhanced provision
- Opportunities for children to create new schemas.
- Adult directed
- Adult initiated
- Child led
- Child initiated

The Role of the Adult

The Facilitator ~ enables play to happen. They organise the environment, provide resources, adapt opportunities so that there is adaptations for each child and are on hand to respond to the needs of the children.

The Scaffolder ~ focuses on supporting the development of emerging skills. Scaffolding supports a child in their acquisition of skills from not being able to complete a task, to completing it with help, to eventually completing it on their own.



The Role of the Adult

The Teacher ~ the broad term used to describe the many different ways adults help children: It includes their interactions, modelling, explaining, recalling, demonstrating, encouraging, questioning, exploring, providing a narrative for what they are doing and setting challenges.

The Observer ~ when you take a step back and don't facilitate the learning experiences you observe.



Communication and Language



- The development of children's spoken language underpins all seven areas of learning. The number and quality of conversations children have with adults in a language rich environment is crucial.
- Building up vocabulary ~ (modelling, hands on experiences, conversation, echoing reading, story telling and role play)
- Provide children with extensive opportunities to use and embed new words in a range of contexts.
- Talk for Writing ~ During the initial 'imitation' stage children learn to retell a story off by heart. They retell a text with expression and actions and make use of a story map to support their retelling.

Personal, Social and Emotional Development



- PSED is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.
- Developing strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- Making relationships, co-operate and resolve conflicts
- Children are supported to manage their emotions, develop a positive sense of self, set simple goals, have confidence in their own abilities, to persist and wait for what they want.
- Looking after their bodies, healthy eating and managing personal needs independently.

Physical Development



- Every movement counts! Every time your child moves their brain builds connections.
- Young children need lots of physical activity to develop their balance posture and coordination. These are the foundations that will help your child be physically ready to sit and concentrate.
- **Fine Motor Skills** ~ threading, tweezers, cutting, play dough, jigsaw puzzles and construction. (Precision ~ hand eye-coordination, later linked to early literacy)
- **Gross Motor Skills** ~ climbing, running, riding scooters and bicycles, balancing, developing their core strength.

Literacy Development

Language comprehension

- Necessary for both reading writing and only develops when adults talk about the world in which children live in and the books they read, songs and rhymes they sing together.

Skilled word reading

- Taught later involves the decoding of unfamiliar words and the recognition of familiar words.

Understanding books

- print, purpose (fiction/non-fiction), text, parts of a book, page sequencing.
- Spot and suggest rhyme/syllables/initial sounds

Writing

- Use some of their print and letter knowledge in early writing for example: writing a pretend shopping list or a card mummy writing a 'm' at the top of their page.
- Write some or all of their name
- Write some letter accurately



Mathematics Development



Number

- Subitising to 3 objects (Subitising)
- Recite numbers past 5
- Show 'finger numbers up to 5'
- Link numerals and amounts
- Experiment with their own symbols and marks as well as numerals
- Compare quantities 'more than' 'fewer than.'

Shape

- Talk about and explore 2D and 3D shapes using mathematical vocabulary.
- Select shapes for building
- Combine shapes to make bigger ones

Mathematics Development



Position

- Understand position through words alone
- Describe a familiar route
- Discuss the location of important places for example 'Costa is next to the charity shop.'

Measure

- Make comparisons in relation to size, length, weight and capacity.



Nursery Themes
Autumn Term



~ Me in my Nursery

~ Festivals of Light

Muddy Monday Sessions

Harvest Festival (Design, making and testing our fruit salads)

Visit to the Church

Pumpkin Week

Remembrance Day

Diwali ~ 21st October

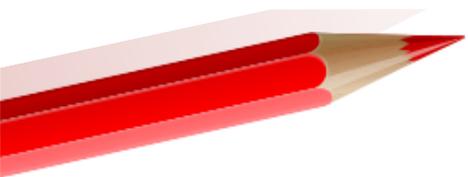
Bonfire Night

National Nursery Rhyme Week ~ 10th-14th November

Dress up as your favourite nursery rhyme character ~ Monday 10th November

Anti – Bullying Week ~ 10th-14th November

Nursery Nativity Carol Service ~ Monday 15th December





Nursery Themes
Spring Term



~ Brrr It's Cold Outside ~ Here, There and Everywhere

PJ Day ~ 12th January

Chinese New Year ~ 29th January

Transport Day ~ Dress up as a someone who uses a mode of transport for their job. ~ Monday 23rd February

World Book Day ~ 5th March

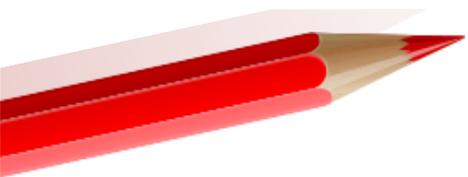
Mothering Sunday ~ 30th March

Car exploration

Special visits from professionals who use different modes of transport.

The Green Cross Code

Easter Week





Nursery Themes
Summer Term



~ All Creatures Great and Small ~ Once upon a time...

Dress up as an animal day ~ Monday 20th April

Angela's Animal Antics Visit

Ellie the dog visit

Welcoming and looking after our new Nursery pets

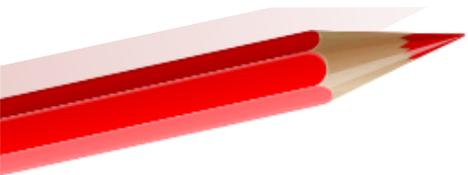
Family story time visits

Sports Day

Transition to Reception

Celebrating our time in Nursery ~ Graduation

Bertie Bears Fundraising Event



Communication with parents

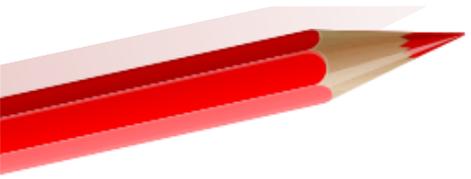
- Weekly planning in the Nursery Noticeboard
- Fortnightly curriculum newsletters
- Szapp
- Half termly WOW books
- Special Balloons
- Termly events for parents
- Curriculum Newsletters
- Curriculum Evening
- Parents Evening
- School Report

Autumn 1 Curriculum for Nursery		
<p>Communication and Language</p> <ul style="list-style-type: none"> Enjoy listening to stories and remember much of what has happened Sing a large repertoire of songs To be able to follow an instruction or sequence of instructions Enjoys songs and rhymes Engage in conversations with an adult or friend Learn new vocabulary 	<p>Physical Development</p> <ul style="list-style-type: none"> Engage in activities requiring hand-eye coordination Use one-handed tools and equipment Show a preference of dominant hand Move freely and with confidence in a variety of ways Run skillfully adjusting speed or direction to avoid obstacles 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Show more confidence in new social situations Play with one or more friends extending and elaborating play ideas Develop a sense of community Increasingly follow our nursery rules understanding why they are important Talk about their feelings: happy, sad, angry, worried
<p>Literacy</p> <ul style="list-style-type: none"> Sometimes give meaning to marks they make Begin to recognise their own name Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo Copy finger movements and other gestures Enjoy looking at books and ask questions about them 	<p>Our focus this term</p> <p>Me in My Nursery</p> <ul style="list-style-type: none"> Harvest Festival Visit to the Church The Little Red Hen Muddy Monday Sessions JIGSAW - Me in My World Pumpkin Week Balancing 	<p>Mathematics</p> <ul style="list-style-type: none"> Colours (red, blue, yellow, green, purple, mix of colours) Match Buttons and colours, matching towers, matching shoes, match number shapes, pattern shapes, pattern handprints - big and small Sort (Colour, size, shape) What do you notice? Guess the rule?
<p>Understanding the World</p> <ul style="list-style-type: none"> Notice differences between people and Celebrate these Use all their senses in hands-on exploration of natural resources Talk about what they see, using wide vocabulary Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Explore how things work 	<p>What you can do to help</p> <ul style="list-style-type: none"> Sing songs together adding actions for some words Practise tearing paper before encouraging your child to hold scissors correctly Frings (little snip) paper Encourage your child to throw and catch a ball by themselves then with somebody else Draw pictures to send to family and friends Practise counting sets of objects up to 5, then extend to 10 when appropriate Read books together, talking about the characters and events in the story 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Take part in simple pretend play Begin to develop stories using small world Explore colour and colour mixing Explore different materials freely, in order to develop their ideas about how to use them and what to make Create closed shapes with continuous lines, and begin to use these shapes to represent objects 		

Spring 2 Curriculum for Nursery		
<p>Communication and Language</p> <ul style="list-style-type: none"> Begin to describe an event in more detail Engage in extended conversations Develop scientific language Be able to express a point of view when they disagree with an adult or a friend, using kind words and actions 	<p>Physical Development</p> <ul style="list-style-type: none"> Use one handed equipment more confidently Be more independent when getting dressed and undressed Start to draw pictures with recognisable shapes Remember sequences and patterns of movements to music 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> Name parts of the body Understand what the word healthy means and name some things you can do to be healthy Understand the need to wash hands Begin to understand the meaning of stranger danger Work in larger groups
<p>Literacy</p> <ul style="list-style-type: none"> Make a variety of different voice sounds Recognise that words rhyme Make up their own rhyming words/strings Follow simple story maps Begin to write some or all the letters in their name Tell an adult what marks they have made 	<p>Our focus this term</p> <p>Here, There and Everywhere</p> <ul style="list-style-type: none"> Transport Day ~ Dress up as a profession who uses transport Looking at Mrs Cadden's Car World Book Day The Green Cross Code British Science Week Mothering Sunday Preparing for Easter 	<p>Mathematics</p> <ul style="list-style-type: none"> Compare the height of different objects using the word tall or short Compare the length of different objects using the word long or short Use balance scales to investigate heavier and lighter Explore containers that are full, empty, nearly full, nearly empty
<p>Understanding the World</p> <ul style="list-style-type: none"> Observe weather changes as we approach spring. How do trees and plants look different? Are there any signs of new life? Discuss transport they have used and where they travelled to. Transport on land, sea and air Talk about known features of the local area RE ~ What is the Easter story? 	<p>What you can do to help</p> <ul style="list-style-type: none"> Sing songs together adding actions for some words Encourage your child to listen carefully to the sounds around them and discuss what they can hear Help your child to recognise their name, build their name with letter blocks before attempting to write letters themselves Discuss transport you have used as a family Together read your child's favourite stories Encourage independent dressing (coats and shoes) 	
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use when creating Mothering Sunday and Easter Cards Name different colours and explore colour mixing Create closed shapes with continuous lines, and begin to use these shapes to represent objects Play instruments with increasing control to express their feelings and ideas 		



Parental Involvement WOW Moment Books

- Provide you with the opportunity to contribute to your child's learning journey, as they travel through the school year. Each half term we ask you to focus on one area of learning.
 - They aim to complement the achievements we see your child make in school and give you the opportunity to share how they show you their learning at home.
 - It will also provide you with a lovely record of all those momentous and 'WOW' moments that your child has conquered as they grow and learn new things.
 - Wow books will be sent home this **Friday 24th October** and collected just before the end of next half term.
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Special Balloons

- These balloons can be used to record any special moments that happen at home. These may include sleeping in their own bed, brushing their teeth, writing some letters for the first time, helping around the house, riding a bike or getting themselves dressed in the morning. Whatever it is we would love to hear about it.
- Special balloons will be shared in your child's key worker group and will be placed on to their learning board before being put into the children's scrapbooks.



Thank You

