

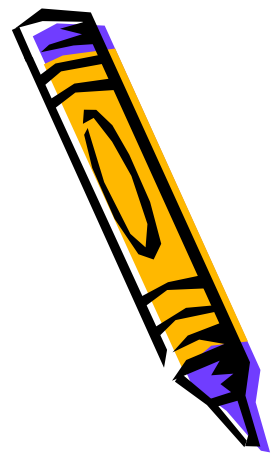


Welcome to Nursery



General Routines

- Drop off and collection
- Book bags
- Water bottles everyday (only contain water please)
- Spare clothes in additional pump bag
- Waterproof coat
- Wellington Boots (stay at school please)
- All items of clothing named

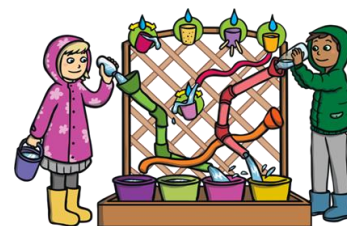


What Is the EYFS?

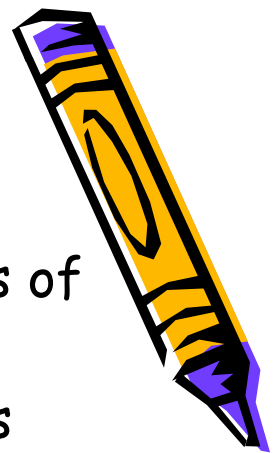
The Early Years Foundation Stage (EYFS) covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keep them healthy and safe.

EYFS is split over two academic years. The first year in Nursery we focus 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 EYFS



The Development Matters framework includes seven areas of learning and development.

The three 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 four specific areas:

Literacy

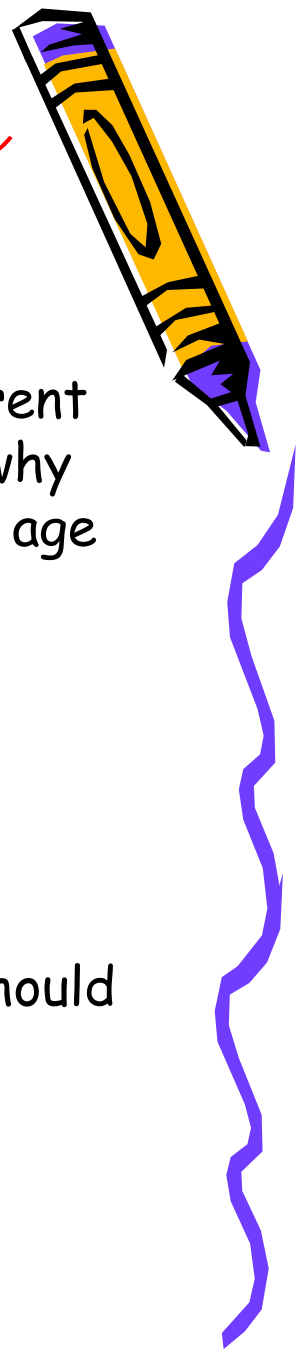
Mathematics

Understanding the World

Expressive Arts and Design



Understanding your child's development



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.



Assessment

- Assessment is predominantly based on the teacher's professional judgement. These judgments are made through observation, the child's work, discussion with the child and through play partnering and small teaching sessions.
- A teacher's judgements should also take account of contributions from a range of perspectives including the child's parents and other adults who have significant interactions with the child in the assessment process. This will provide a rounded picture of the child's attainment.



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 21st October and collected just before the end of next half term.



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.



Communication & 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.

The Little Red Hen ~ Story Script

Once upon a time there was a little red hen who lived on a farm. Early one morning she woke up and went outside. There she found some corn.

"Who will help me plant the corn?" said the little red hen?

"Not I" said the bull,

"Not I" said the cat,

"Not I" said the rat,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me water the corn?" said the little red hen?

"Not I" said the bull,

"Not I" said the cat,

"Not I" said the rat,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me cut the corn?" said the little red hen?

"Not I" said the bull,

"Not I" said the cat,

"Not I" said the rat,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me carry the corn to the mill?" said the little red hen?

"Not I" said the bull,

"Not I" said the cat,

"Not I" said the rat,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me **grind** the corn?" said the little red hen?

"Not I" said the **bull**,

"Not I" said the **cat**,

"Not I" said the **rat**,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me **knead** the bread?" said the little red hen?

"Not I" said the **bull**,

"Not I" said the **cat**,

"Not I" said the **rat**,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me **bake** the bread?" said the little red hen?

"Not I" said the **bull**,

"Not I" said the **cat**,

"Not I" said the **rat**,

'Oh very well I'll do it myself' said the little red hen and so she did.

"Who will help me **eat** the bread?" said the little red hen?

"I will" said the **bull**,

"I will" said the **cat**,

"I will" said the **rat**,

'Oh no you won't" said the little red hen "I'll eat it myself" and so she did.

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.
- 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.
- Making relationships, co-operate and resolve conflicts.

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 ~ A long-life love of reading

Language comprehension

- Necessary for both reading writing.
- 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

Literacy ~ 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

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

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.

Mathematics

1

The one-one principle. This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once ensuring they have counted every object.

Children will sometimes count objects more than once or miss an object out that needs to be counted. Encourage children to line up objects and touch each one as they count saying one number name per object. This will also help to avoid children counting more quickly than they touch the objects which again shows they have not grasped one-one correspondence.

2

The stable-order principle. Children understand when counting, the numbers have to be said in a certain order.

Children need to know all the number names for the amount in the group they are counting. Teachers can therefore encourage children to count aloud to larger numbers without expecting them to count that number of objects immediately.

Mathematics

3

The cardinal principle. Children understand that the number name assigned to the final object in a group is the total number of objects in that group.

In order to grasp this principle, children need to understand the one-one and stable-order principle. From a larger group, children select a given number and count them out. When asked 'how many?', children should be able to recall the final number they said. Children who have not grasped this principle will recount the whole group again.

4

The abstraction principle. This involves children understanding that anything can be counted including things that cannot be touched including sounds and movements e.g. jumps.

When starting to count, many children rely on touching the objects in order to count accurately. Teachers can encourage abstraction on a daily basis by counting claps or clicks. They can also count imaginary objects in their head to encourage counting on, this involves the children visualising objects.

Mathematics

5

The order-irrelevance principle. This involves children understanding that the order we count a group of objects is irrelevant. There will still be the same number.

Encourage children to count objects, left to right, right to left, top to bottom and bottom to top. Once children have counted a group, move the objects and ask children how many there are, if they count them all again they have not fully grasped this principle.

How you can help me with my learning

Communication & Language

- Have conversations with me about things that I am interested in. Encourage me to keep talking by nodding, smiling and making comments.
- Introduce new words when we are playing, eating or when we are out and about. Explain what new words mean to me.
- Talk to me about things that have already happened and what might happen soon.
- Play listening games with me such as 'Simon Says'.

Personal, Social & Emotional Development

- Give me tasks to carry out, e.g. washing my plate after snack.
- Model how you manage your own feelings, e.g. *"I'm feeling a bit angry so I am going to take a deep breath."* Help me to understand why I am feeling sad or frustrated.
- Make a '[calm down jar](#)'.



Physical Development

- Help me with dressing but let me do the last steps, e.g. pulling up my zip after you have started it off.
- Give me lots of opportunities to be active and practise running, jumping, balancing, climbing and swinging.
- Encourage me to walk, scoot or bike to my nursery or childminder.

Mathematics

- [Point out the number of things rather than just the names](#), e.g. "We have **two** apples!"
- Give me lots of opportunities to count for a real reason and always emphasise the last number – "*There are **3** cookies.*"
- Cut out a large shape from a cereal box (circle, triangle), then cut that shape into 2-4 smaller pieces to make a simple puzzle.
- When we're at the park, use words like 'up', 'under', and 'between' to talk about what we see.
- [Make playdough with me.](#)

Understanding the World

- Help me make collections of interesting natural materials, e.g. pebbles, shells.
- Let me explore ice, once it has melted a bit (so I don't get frostbite)
- Plant seeds and bulbs with me.
- Take me to different places such as the library.

Literacy

- Talk about stories with me, what is happening in the pictures? Give me time to think and share my ideas.
- Play around with words. Make up fun rhyming sentences with me.
- Let me help you write birthday cards and shopping lists.



Expressive Arts & Design

- Make [home-made paintbrushes](#) using clothes pegs and items from around the house and outdoors.
- Join in pretend play with me.
- Give me a cardboard box and some fabric to build a den with.

Thank
You!

