

Nursery

In the nursery we follow the Early Years Foundation Stage curriculum, which highlights 7 key areas for children's learning and development. Adults in the setting plan stimulating and motivating activities to help children progress and become confident and independent learners. There are three prime areas; **Personal, Social and Emotional Development, Communication and Language** and **Physical Development** which are particularly crucial for enabling children to be curious and have enthusiasm for learning. This helps children to have the confidence with forming relationships with adults and children. These help children to become motivated and successful throughout their learning experiences and progress in the 4 specific areas which are; **Literacy, Mathematics, Understanding the World** and **Expressive Art and Design**. These are taught through a variety of learning experiences to help the children develop. The prime areas are strengthened and applied throughout the specific areas for learning.

Prime areas

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, adults and children in the setting. Children develop social skills and learn how to manage their feelings; respect others and build relationships. Children start by playing alongside each other and soon develop confidence with interacting. Teachers support children with turn taking and sharing skills through small group games. Children follow the same daily routine, which helps them to feel safe and secure and develop an understanding of what is happening throughout their day. We encourage children to follow the nursery golden rules, which promote good listening skills, good sitting on the carpet, behaving sensibly and respecting the nursery environment. We promote a positive reward system by introducing a visual sunshine where children's photos are displayed for positive behaviour and following rules. We help to support children with English as an additional language through the use of visual cards and gestures. We encourage children to build their confidence in the nursery through exciting play-based learning experiences. We support children in choosing activities, which enables them to become independent in talking about their wants and interests.

Communication and Language involves developing children's listening and attention skills, understanding and speaking skills. We teach children to follow a two part instruction and respond to questions appropriately. We help to promote children's listening skills through stories, listening to sounds in the environment and distinguishing between different sounds they hear. We help children extend their vocabulary, by asking who, what, where, why and how questions. This helps children to use more complex sentences, relive and recall past experiences and express their thoughts and feelings. We encourage children to talk about their ideas through a variety of activities during the daily routine, which builds the children's confidence with speaking and listening in a range of situations. We talk about the importance of good listening and encourage the children to repeat words and phrases during their daily routine, phrases from familiar stories and help the children to learn each other's names.

Physical Development

Health and self -We encourage children to become independent in managing their own hygiene and personal needs by supporting children with using the toilet independently, washing hands and help children to become independent with putting on coats and operating fastenings such as; buttons and zips.

Moving and handling- We encourage the children to develop confidence through large and small movements through a variety of indoor and outdoor activities. It is important children develop their physical skills through a variety of activities such as; play dough, sand/water play, drawing and using one handed tools (pens, scissors, jugs to pour). This helps to strengthen children's hand muscles and develop control in writing activities, which helps children to develop the fine pincer grasp and successfully begin to form letters and write their names. We have a large outdoor area which allows children to move confidently in a variety of ways, safely negotiate space and climb onto the climbing equipment. Children also have access to bikes and a variety of outdoor equipment such as; bats and balls.

Literacy

Reading: In the nursery children are given access to a wide range of reading materials such as; books, rhymes, songs and written materials. We have a book corner which promotes children to look at books independently, share books with friends and teachers. We support children in handling books carefully and teach them to develop an awareness of how stories are structured. We encourage children to talk about the pictures in stories, which can help to develop confidence with answering questions. For example; how do you think the characters in the story might be feeling? What happened at the end of the story? What part of the story did you like the best? We also teach about rhyme, for example cat, hat, bat and alliteration (words with the same initial sound) 'Simon says stamp, sit and sing.' We are not expecting children to read words by themselves but help them to gain confidence with becoming familiar with print in stories and talking about the pictures. We have story time at the end of every nursery session and children have the opportunity to join in with repeating familiar words and phrases from their favourite stories. Children are encouraged to recognise print in the environment such as, advertising logos of places they may have seen or visited. It is also especially important that children become familiar with recognising their own name.

Writing: In the nursery writing is encouraged through mark making activities based on children's first-hand experiences such as; drawing and painting pictures. We listen and support the children by asking them about the marks they make. We model writing for a purpose to the children through different activities such as, shopping lists, recipes and through different role-play activities. This helps children to develop confidence in reading what they have written. We are not expecting children to write sentences in the nursery, as

this is a skill they will develop in reception once they have learnt their phonetic letters and sounds. However we talk about the alphabet letters and introduce some initial sounds towards the end of the year. Children are encouraged to practise writing their name, firstly by looking at the letters and coping over and under their name.

Mathematics

In the nursery we have links to maths everyday within our daily routine. A few examples of this are; counting how many children are in that day, as this helps with counting in sequence and develop children's confidence. We have also introduced positional language into our daily routine, by modelling to the children to put their hello/goodbye hand into these positions; on, in front, behind, beside, next to and under before we begin our hello/goodbye song. This is a great way of using the language in context and it helps children to understand the positions in a way that is meaningful to them.

We teach mathematical concepts during carpet sessions in a very interactive way and continue their learning during playtime, so everyone has the opportunity to join in. We also set up daily practical activities for the children to explore and develop their understanding of the following mathematical concepts; counting, addition and subtraction language, shape recognition, time, money and measurements.

Numbers: specifically with numbers, we support the children with reciting numbers in sequence 1-20, counting with one-to-one correspondence using a wide range of counting materials as well as counting claps or jumps. We also sing fun counting songs, e.g. Five little speckled frogs, Five current buns and Five little ducks as the children find these songs fun and they also helps them show an interest in number problems.

Other key EYFS points we focus on throughout the year;

- Making marks to represent the idea of numbers
- To make comparisons between quantities
- To know that a group of things changes in quantity when something is added or taken away
- Compare two groups of objects, saying when they have the same number
- To separate a group of three or four objects in different ways beginning to recognise that the total is still the same
- Show an interest in numerals in the environment.

Shape, space and measures: we support the children with practical activities to help children learn 2D and 3D shape names by sorting, matching and talking about their similarities and differences. We also use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Children also recognise, create and describe pattern.

Other key EYFS points we focus on throughout the year;

- Understands some talk about immediate past and future, e.g. before, later or soon
- Anticipates specific time based events such as meal times or home time
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Shows awareness of similarities of shapes in the environment.
- Uses positional language
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Shows interest in shapes in the environment
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes

Understanding the world

People and communities children are encouraged to talk about their families and people who are important to them. We have a home corner set up for the whole year, in which children love to role play their home experiences, making cups of tea, setting the table and making food. We talk to the children about what food they are making, which often leads on nicely to a discussion about foods we eat at home and how that can be the same or different depending on children's home and community. We also discuss different cultural festivals and celebrations e.g. Eid, Diwali, Christmas, Chinese New Year, Easter/Spring time. We explain in child friendly language why these celebrations are important to different cultural or religious backgrounds.

The world we develop children's interests in the world around them by talking about the weather every day, the changing seasons and what happens at this time, e.g. leaves on the ground, snow falling, flowers growing and hot and cold temperatures as well as life cycles for animals. We encourage children to look carefully at nature, found objects and different

types of materials and describe how they look and feel. Children are often very interested in mini-beasts in spring time and we explain that children have to show care and concern to living things.

Technology children are surrounded by technology today; cameras, moving or musical toys, phones, CD/DVD players, computers and tablets. Computers are a big part of everyday life, we give children the opportunity to safely discover basic programmes such as; painting, music, games and help the children develop skills with moving a mouse and key controls allowing them to become independent when using the programmes.

Expressive Art and Design

Exploring and using media and materials this is encouraged through singing, dancing and playing with instruments as part of our daily routine. Children find these activities really fun and because they happen every day this helps the children to feel more confident with joining in, performing individually or as part of a group. Children can then express themselves creatively in a way that they feel most comfortable. We also encourage children's creativity by providing daily activities for children to explore such as; painting, drawing, collage making, construction, play dough and other sensory materials. We provide children with opportunities to experiment with colour mixing and create with a purpose in mind.

Being imaginative children love to role play different experiences, so we provide fun role play settings such as, the home corner, doctors, baby clinic, builders, hairdressers and shops. This encourages children to engage in pretend play and act out personal experiences they may have had. Children can also be imaginative through storytelling, drawing pictures, puppets, dressing up, singing and dancing.