St Mary's Nursery 22/23

Staff

<u>Mrs Hurley</u> Assistant Headteacher/ EYFS Lead	**<u>Miss Brown</u>** EYFS Lead/ Reception Class Teacher	**<u>Mr Carey</u>** Nursery Teacher
<u>Mrs Doyle</u> Nursery HLTA	**<u>Miss Millington</u>** Nursery TA	**<u>Mrs South</u>** Nursery/Reception HLTA

Timings

N2 (Morning)
8:30am - 11:30pm

N1 (Afternoon)
12:30pm - 3:30pm

Please note: Drop off is flexible in the morning and pick up is flexible in the afternoon.

Stay and Play

Every Thursday

N2 (Morning)
8:30 - 8:50

N1 (Afternoon)
12:30 - 12:50

Book and Breakfast-reception

Every 3rd Thursday

Uniform

Uniform Policy

We strongly encourage you to not send your child in valuable clothing as we do messy play.

5.2
'Schools have a duty of care to ensure students are able to participate actively without unnecessarily endangering themselves or those working around them. On health and safety grounds we do not allow children to wear jewellery in our school (this includes earrings).'

Our Curriculum

These are the prime areas:
- Communication and language
- Physical development
- Personal, social and emotional development

These areas the specific areas:
- Maths
- Literacy
- Understanding the World
- Expressive Arts and Design

In Nursery, your child is learning to shine by...

PSED, PEOPLE AND COMMUNITIES, THE WORLD

- Showing LOVE to others and play as part of a group
- KNOWING some similarities and differences between themselves and others
- ASPIRING to take risks
- ARTICULATING their feelings
- Use the toilet, wash their hands and dress themselves
- being CURIOUS about their community
- being CURIOUS about and remember significant events from their life
- showing LOVE for living things in the environment and having KNOWLEDGE about how things grow and decay.

Physical Development, Early Writing and Being Imaginative

- developing gross and fine motor skills and have the KNOWLEDGE to use tools and objects correctly.
- being CURIOUS to find different ways to balance and climb.
- having the KNOWLEDGE to mark make for a purpose in play.
- developing an imagination and using it WISELY in play.
- showing a LOVE of creating songs, sounds and drawings.

Communication and Language and Early Reading

- being COMPASSIONATE by listening to the views and ideas of others.
- ARTICULATING sentences and understanding 9why and how questions.
- developing a wide vocabulary and ARTICULATING words and sentences WISELY.
- developing a LOVE of reading

Early Maths

- being CURIOUS about patterns
- being CURIOUS about shape, space and measures.
- being CURIOUS and developing a LOVE of numbers

Exploring media and Materials and Technology

- being CURIOUS about and exploring media and materials
- having the KNOWLEDGE to use simple technology
- being CURIOUS about different media materials and colours

In Reception, your child is learning to shine by…		
PSED, PEOPLE AND COMMUNITIES, THE WORLD	**Physical Development, Early Writing and Being Imaginative**	**Communication and Language and Early Reading**
- showing LOVE to other children and sharing ideas. - showing LOVE to others by taking turns - having the KNOWLEDGE to evaluate what they have done well and ASPIRING to give themselves challenges. - having the KNOWLEDGE to regulate their own behaviour. - Having a KNOWLEDGE about the past through a range of experiences. - being CURIOUS about different environments	- having the KNOWLEDGE and skill to write a simple phrase or sentence - being able to ARTICULATE and create narratives and stories - having a LOVE of performing well known songs, stories and poems	- having a LOVE of reading and the knowledge to talk about what they have read - ARTICULATING vocabulary that they have learnt. - ARTICULATING what they want to say in full sentences - being CURIOUS and knowledgeable about the different parts of a story.

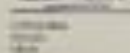| **Early Maths**	**Exploring media and Materials and Technology**
- having KNOWLEDGE about 2D shapes and some 3D shapes - having the KNOWLEDGE to problem solve - having the KNOWLEDGE to use measuring tools - being CURIOUS about the concept of time	- ARTICULATING why they have made something and why - having the KNOWLEDGE to find out information from technological resources

Communication is Key

If you can't say it you can't write it!
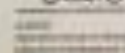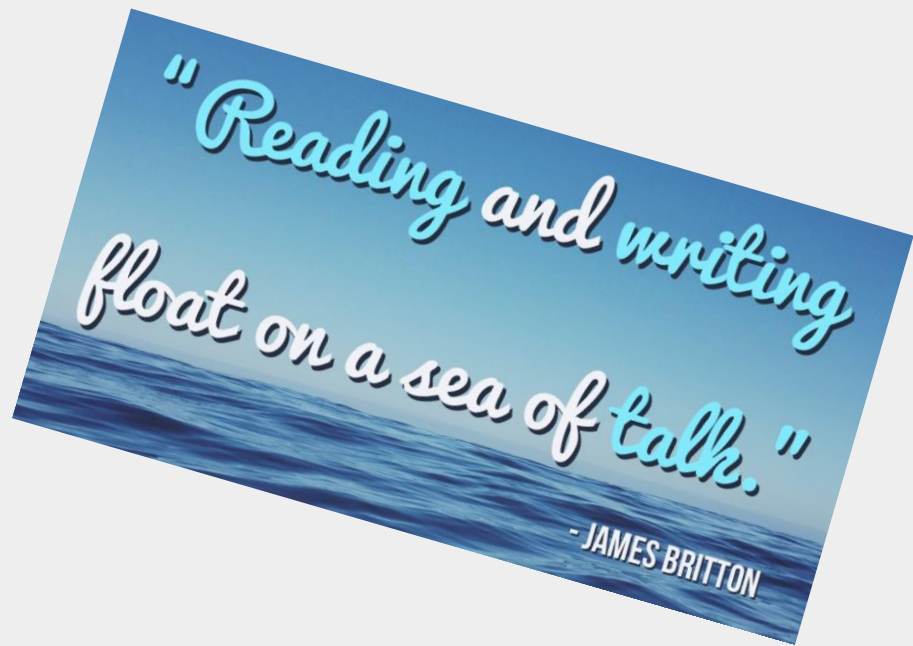

"Reading and writing float on a sea of talk."

- JAMES BRITTON
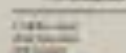
Pre-Writing

Physical Development
Communication and language
Experiences

Muscle Development

Neck
Core
Shoulder
Elbow
Wrist
Hand
Fingers

Phonics

· **Aspect 1: Environmental sounds**
Stories – Walk around local area

· **Aspect 2: Instrumental sounds**
Bag of instruments – Add sound effects

· **Aspect 3: Body percussion**
Action songs and rhymes

· **Aspect 4: Rhythm and rhyme**
Rhyming stories – What rhymes with...?

· **Aspect 5: Alliteration**
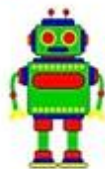Having fun with names – Story characters

· **Aspect 6: Voice sounds**
Adding different voices to stories

· **Aspect 7: Oral blending and segmenting**
Robot speech c-a-t and Put it together

I will learn to read
but first I need to...

Rhyme
I need to recognise the sounds that letters make before I can read

Look at books
I need to be interested in words and books to read

Track
I need to follow objects with my eyes to read

Talk
I need an extensive vocabulary to understand what I read

Do puzzles
I need to differentiate size, shapes, lines and directions to read

Build
I need to use my fingers and hands independently to hold books and turn pages

...and I need someone to read to me every day!

Characteristics of Effective Teaching and Learning

Playing and Exploring

Playing and Exploring is all about how the child engages in learning. It can be broken down into three further areas:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go

Active Learning

The characteristic Active Learning should not be mistaken for physical activity. Active learning centres on how the child is motivated in their learning. It covers three main areas:

- Being involved and concentrating
- Keeping on trying
- Enjoying achieving what they set out to do

Creating and Thinking Critically

This characteristic is all about children thinking, making choices, seeing connections between different skills and making sense of their experiences and interactions. It looks at how children are able to adapt their approaches when they cross stumbling blocks and how they link ideas and previous experiences. It covers the following three areas:

- Having their own ideas
- Using what they know to learn new things
- Choosing ways to do things and finding new ways

Early Years Foundation Stage Profile

Our Curriculum

Arbor