

Nursery Curriculum Evening



Early Years Foundation Stage Curriculum

3 Prime areas-

1. Personal, social and emotional development
2. Language and communication
3. Physical development

4 Specific areas-

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design



Personal, social and emotional development



C – connect – tune into your child's feelings and your own

A – acknowledge – validate the feelings by labelling them and empathising

L – limit setting – remind your child that all emotions are ok but nursery/home have rules and some behaviours are not ok

M – make a plan – When your child is calm explore how they could manage their emotions next time. (exploring) What happened? Problem solving (let's think of other ways you could....) Solutions (next time you feel like that what will you do?)

Communication and language



serve and return

Physical development-
gross motor



It's amazing what children can do!



Ditch the buggy and let them carry their own bags.
🌐 Variety of sitting positions to gain core strength.

Physical development

-fine motor



I can be strong and
say what is true

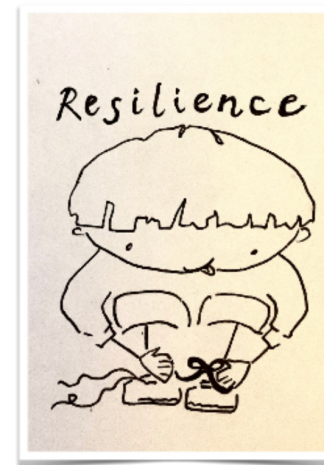


I can do things for
myself



I act when I see a need

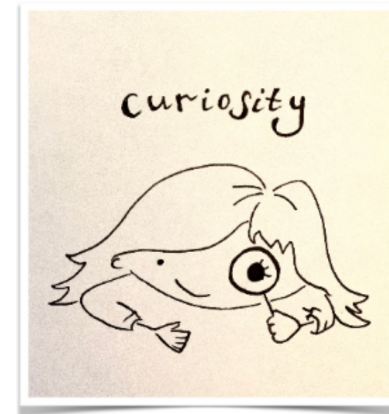
I keep trying even
when it's hard



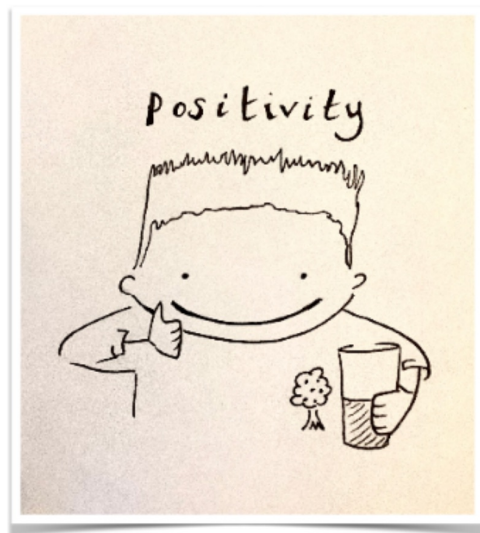
I know that others have
feelings and I look
after them



I like to explore and
learn new things



I can see the good



I try new ways of
doing things



I'm sure I will be able to do it



It may take time but it is POSSIBLE



Characteristics of Effective Learning

Active Learning: Motivation

A Unique Child: how a child is learning	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
<ul style="list-style-type: none"> Being involved and concentrating Showing a deep drive to know more about people and their world Maintaining focus on their activity for a period of time Showing high levels of involvement, energy, fascination Not easily distracted Paying attention to details 	<ul style="list-style-type: none"> Support children to look into what they are curious about and what fascinates them. Make time for quality interactions. Watch and listen carefully to try to understand what the child wants to know or achieve. Help focus young children's interest through shared attention. At times sensitively introduce a new element if young children's interest is waning. Help children to notice details. Model a growth mindset. Help children to see mistakes or failures as stepping stones for learning. Help children see there is more than one answer to a problem. Demonstrate openly how adults do not get everything right. Be specific when you praise, especially noting effort such as how the child concentrates, tries different approaches, persists, solves problems, and has new ideas. Supporting emotional resilience in the face of challenge, e.g. That must have been frustrating after you worked so hard. I wonder how else you could try it. Children develop their own motivations when you involve them. Give reasons for what you are doing and talk about learning, rather than just directing. Step back and watch what children are doing. Be sensitive to when to join in sensitively following children's lead, and when to leave them to it. Be careful not to disrupt their play and train of thought. Be aware that younger children may want to watch rather than take part in some activities. Look out for signs that young children show satisfaction in something they have done. Encourage children to listen to each other's ideas as they play, have fun and think and learn together. Provide opportunities for children to celebrate with their peers what they are doing and learning – not just focus on the end result. 	<ul style="list-style-type: none"> A familiar environment and predictable routine gives children confidence to take charge of their own activities. Teach children how to use the areas of provision and tools within them appropriate to their age and stage, so they can use them independently for their own goals. Children will become more deeply involved when you provide something that is new and unusual for them to explore, especially when it is linked to their interests. Notice what arouses children's curiosity, looking for signs of deep involvement to identify learning that is intrinsically motivated. Ensure children have time and freedom to become deeply involved in activities. Provide calm and reduce stimuli if children become over-stimulated. Children can maintain focus on things that interest them over a period of time. Help them to keep ideas in mind by talking over photographs of their previous activities. Settling leaders should provide opportunities for staff to actively engage in their own learning to better support children's activity.

Statutory ELO: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Statutory ELO: Self Regulation

Children at the expected level of development will:

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate

Literacy



Name writing

- There is no hurry!
- We have a planned progression for children to learn the formation of their name by the END of the year
- If you do want to work on it at home, please do not teach them with capitals; use the Read Write Inc rhymes
- Best preparation is lots of physical movement!

Phonics

- * Nursery to Year Two.
- * Nursery = phase one
- * Phase one is extremely important!

Phase One

There are seven aspects within phase one.

- * Aspect 1: Sound discrimination – environmental
- * Aspect 2: Sound discrimination – instrumental
- * Aspect 3: Sound discrimination – body percussion
- * Aspect 4: Rhythm and rhyme
- * Aspect 5: Alliteration
- * Aspect 6: Voice sounds
- * Aspect 7: Oral blending and segmenting



Mathematics



Understanding the world





Expressive arts and design



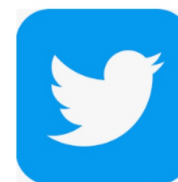
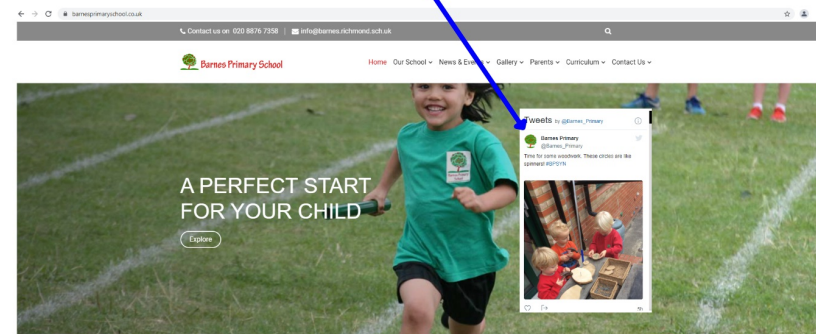
Communication

- Weekly newsletter via parentmail. Please read these to find out what we are learning about in Nursery and other important information.
- Extended Autumn term parent consultation to discuss settling.

Forest School



- It is a rich and varied outdoor learning environment.
- It provides the opportunity to develop skills in all areas of the curriculum.
- It enables children to explore and enjoy the outdoors in a safe environment.
- Children will be provided with wellies and outer clothing appropriate for the weather.



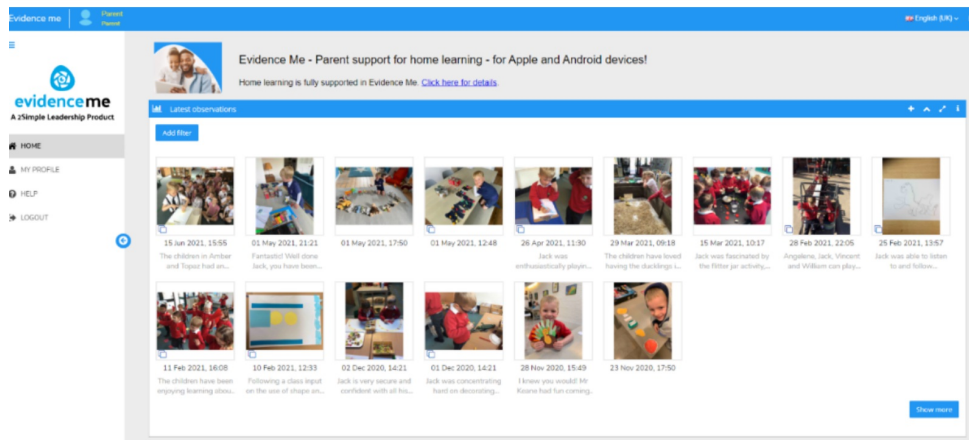
Twitter: #BPSYN

Assessment and Observations

- Online profile called Evidence Me.
- Contains observations of learning.



Evidence Me- home page



Evidence Me

- You will receive an email which will look like this after half term

nesday, November 13, 2019, 2:31 pm, support@2eskimos.com wrote:

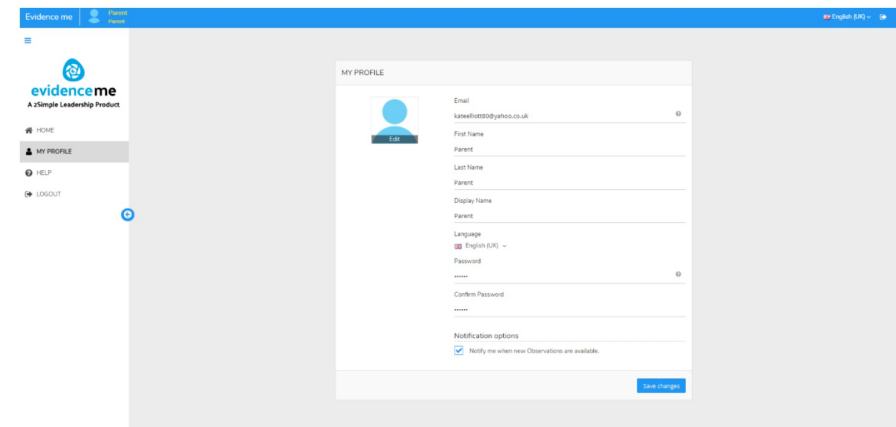
Welcome to the Barnes Primary school Parent Suite!

As a parent/guardian of Jack Gower, you have been invited by Barnes Primary school to join Evidence Me. You will receive updates regarding what your child has been learning about via the Evidence Me app and website. You will also be able to upload photos and videos of any home learning experiences.

[Click here to activate your account](#)

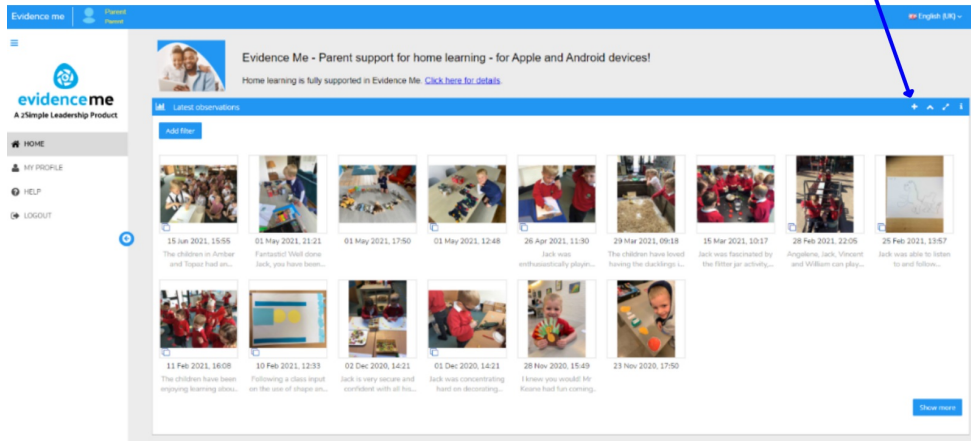
Regards, The Evidence Me Team

Evidence Me- profile

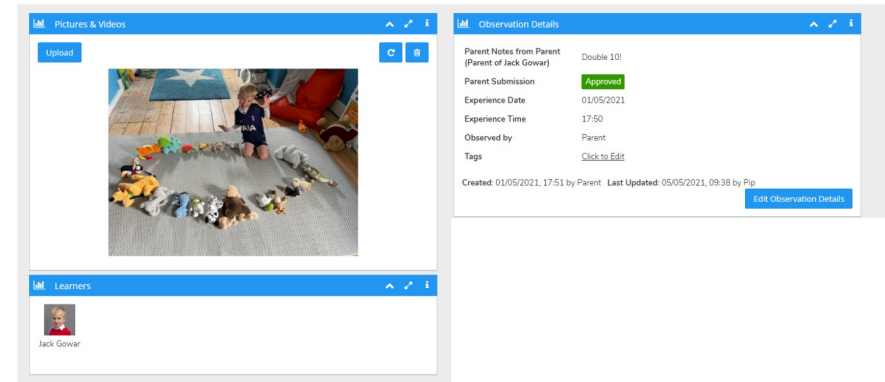


Home Observations

- Add a photo of your child at home



Home Observations



Helping at home



- Chat, play, read! - serve and return
- CALM emotion coaching
- The Nursery update letter summarises the weekly theme and learning objectives in Nursery.
- Personal skills - toileting, knives and forks, jumpers, socks, shoes and coats

Helping at nursery

- cooking



- book packs



Birthday books

Please remember we are a Healthy School and do not permit cakes and treats at classroom doors. Instead, please feed and help grow the children's love of reading. We will be sending you an Amazon book list in due course. If you purchase any books from the list, please give them to Steph in the KSI office and she will put a special sticker in the book. This will include your child's name, so the class can enjoy reading the book for years to come.



Class representatives

Are you interested?

The class reps distribute contact details for the cohort and are a helpful link between the Nursery Team and parent body. They support us with important fundraising events.

Thank you for listening