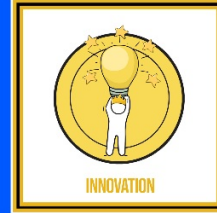




Nursery



Friday 17th November 2023



Nursery so far...
and



the children's next steps



Nursery so far...



- familiar with staff and routines
- exploring the environment
- beginning to join in at group time
- beginning to express their needs and interests
- making special friends
- building their independence
- building their communication and language

Next Steps in Nursery...

- tolerate others and their needs
- build children's vocabulary
- use single words, phrases and full sentences
- interactions with others
- build confidence to talk to others
- build their resilience in play
- explore new activities
- build independence



Reminders...



- suitable size book bag for the library
- spare clothes in their bag
- water bottles with names
- read the homework
- **NAME ON EVERYTHING**

Nursery times

AM: 08:45-09:15

Home time: 11:45 (no later than 11:50)

30hour 08:45-3:15

PM: 12:15-12:45

Home time: 3:15 (no later than 3:20)

Please be patient at collection time we want to ensure this is done safely.

Attendance

Make sure your child attends school every day!

Attendance Ladder
How close is your child to 100%?

0 Days off school	100%	perfection!
Equates to 2 days off school each year	99%	Excellent!
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned



Parents to reflect...

What is your child enjoying about Nursery?

What do you think will help them next?

How can we do this...

7 areas of learning

Prime areas

1. Personal, Social and Emotional Development
2. Physical Development
3. Communication and Language

Specific areas

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Art and Design

6 steps for the children's nursery day

1. recognising their picture and belongings



These are some of the things they need to be doing whilst in Nursery, if your child is finding these things difficult please approach a member of staff for ideas and strategies.

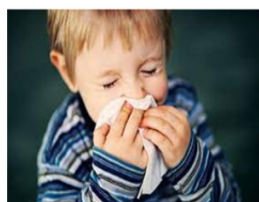
2. washing hands



3. using the toilet



4. blowing their nose



5. putting their coat on



6. awareness of others and themselves



The prime areas are:

Communication and Language:

Questioning

Vocabulary

Using phrases and/or full sentences



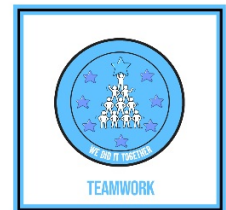
Physical Development: Fine and Gross motor skills

Being aware of themselves and others

Using different tools

Climbing steps

Awareness of danger



Personal, Social and Emotional Development

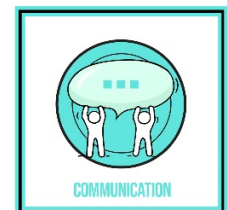
Accessing toilet independently

Putting on their own jackets/coats

Hand washing

Peer interactions

Sharing



Communication and Language

- Interactions throughout the day
- Conversations throughout the day
- Reading daily with your child
- Opportunities for story-telling and role play- adult must support and modelling and question the children

(Who, what and where)



Extension- Show your child you are listening by adding to what they have said
 Child: "I played with Tim"
 Adult: " You and Tim seemed to have fun today"

Reflection-Repeat back to your child,
 Adult: "This is my favourite book"
 Child: "This one is your favourite"

Open ended questions- So the child has to think of something other than a yes, no answer them in a why that probes their understanding.
 Such as: How? Why? What do you think?

ALWAYS allow your child time to respond at least ten seconds.
 1 2 3 4 5 6 7 8 9 10

All these verbal and non verbal clues help your child gain confidence by sending a message that you are participating and valuing what your child says and thinks.

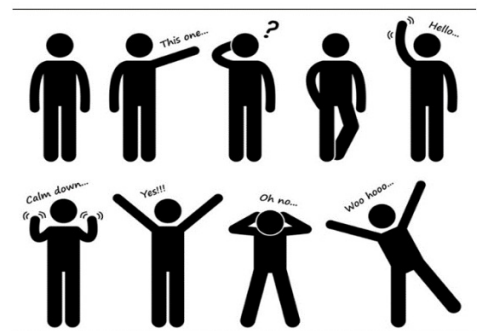
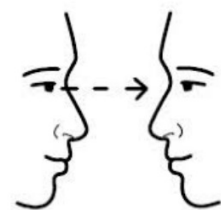
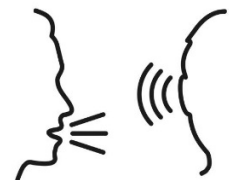
50% child 50% adult

Being responsive- The whole point is to let the child know "I notice you- I'm listening to you"

Eye Contact- Stop what you are doing and look at your child while you talk to them.

Face to face- Get down to your child's level, it can be very intimidating for a child to look up at an adult and not to be able to read body language.

Body language- Research shows that 93% of what we understand comes from tone of voice, facial expressions and body language, only 7% of what is understood comes from actual words we are speaking in a conversation.





Ideas and Activities



Short games for no longer than 10 minutes, s
shorter.



Listening walks-Parks/Supermarkets

Songs- Help build confidence

Stories- Open ended questions

g- New language, questions, sentence starter

Pictures- Perhaps on the side of a bus, magazine etc

Walking to Nursery - I can see a... What can you see?

Going shopping with your child



TIME TO TALK



Bug Club

Discover a range of planning, curriculum and assessment resources for Bug Club, Phonics Bug and Grammar & Spelling Bug.

Please send a message on studybugs if you do not have your login.

Library Visits to Curwen weekly- please return your child's book.

Reading to your child is an important part of their communication and language development.



Read with your child at home.



Physical Development

- Allowing you child to move through big movement and small movements

- We call this **fine motor skills** and **gross motor skills**

By the age of 6, a child should be able to run, jump, hop, skip, climb, throw, catch, kick, strike, manipulate, write and draw. This ability to learn movement creates the essential networks which are the start of the learning process.

- Move safely, confidently and independently in all environments (sensing danger, others around them and being of space)

Activities and ideas

Bubbles

Language for Learning

Problem solving - 'what happens if?', 'how can you?'

Movements - poke, pop, burst, stamp, clap, high, low

Body Skills- Balance, eye/hand or eye/foot co-ordination

Links for Learning- Knowledge and understanding Creativity



Hula Hoops

Language for Learning



Movement - in, out, around, up, down, backwards, forwards Speed - fast, quick, slow, stop, still

Body Skills- Body/spatial awareness Control of movements Balance and co-ordination

Links for Learning- Knowledge and understanding Personal social and well-being

Skittles/Empty drink bottles

Language for Learning

Prepositions - in, out, on, over, through, up, down

Movements - push, kick, throw, toss, slide Force - harder, softer

Body Skills- Balance and movement control Eye/hand and eye/foot co-ordination

Links for Learning- Knowledge and understanding Maths



Activities and ideas

Bean game - jelly bean, stick bean, broad bean, beans on toast

Language for Learning Movements - wide, tall, wiggle, shake, jump, lying, stretch, wobble

Body Skills- Balance and movement control Co-ordination, body awareness

Links for Learning- Knowledge and understanding Creativity Personal social and well-being, Communication and Language

Ribbon writing

Language for Learning- the shape, the direction, sensation and link to moods of music
Speed, force Awareness of space and others

Body Skills- Arm strength Spatial awareness Using eyes and hands together Using and controlling tools and objects Grips and grasps to hold and do

Links for Learning- Knowledge and understanding Creativity, Communication and Language



Movement rhymes and parachute

Language for Learning- Speed and directions - up, down, fast, slow, on, off, high, low

Weight - heavy, light

Body Skills- Co-ordination, muscle/body strength, body awareness

Links for Learning- Knowledge and understanding, cross curricular



Threading

Language for Learning Movements - grip, thread, holes, hold, through, middle

Body Skills- Movement control and Co-ordination

Links for Learning- problem solving, patterns and resilience



Pegs and boards

Language for Learning Movements - colours, counting, patterns

Body Skills- Movement control and Co-ordination,

Links for Learning- problem solving, patterns and resilience



Sensory ideas- playdough, shaving foam, water, sand

Language for Learning Movements - big, small, medium, full, empty, pouring

Body Skills- Movement control and Co-ordination,

Links for Learning- problem solving, patterns and resilience



Personal, Social and Emotional Development - PSED



- healthy and happy lives
- relationships and how to understand their own feelings and those of others
- manage emotions, develop a positive sense of self and have confidence
- manage personal needs independently
- interaction with other children and they learn how to make good friendships

PSED- Managing self

Feeding

Able to use a spoon, knife and fork independently to feed themselves.



Toileting

To gain more bowel and bladder control and can attend to toileting needs by themselves.



Dressing

To put their own coat on, pulls up own trousers, and pulls up zipper once it is fastened at the bottom, attempts buttons.



Buggies

To walk independently promotes independence and develop gross motor skills.



Managing feelings and emotions

Children to be able to begin to recognise how they feel and why.

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Feeling/Hitting Out of Control I Need Time and Space

Communication is key to building positive relationships and supporting your child.

-talk to staff

-ask questions

Thank you for coming and we hope you found this useful.

Do you have any questions?

Nursery Team

