



# Welcome to Nursery

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# Our Learning

- Learning in Nursery takes place through a combination of child initiated activities and adult led tasks.
- Child initiated learning takes place when children choose where to work. Adults may then intervene to extend learning through open ended questioning and problem solving scenarios.
- Through adult led tasks, children are shown how to use equipment safely and to provide opportunities to practise new skills.
- Baseline Assessment in Autumn Term 1 as a starting point.

## Characteristics of learning:

- **Engagement – Playing & Exploring**  
Finding out what they know and are willing to have a go.
- **Motivation – Active Learning**  
Being involved and concentrating, keeping trying and enjoying achieving what they set out to do.
- **Thinking – Critical Thinking**  
Having their own ideas, making links and choosing ways to do things.

## Sandals Roots of learning

- Daring to be different
- Working together
- Aiming High
- Thinking for Ourselves
- Keeping Going
- Looking Back

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# Special activities



## Autumn

- Settling in.
- Introducing areas of provision.
- Moving around school.
- Traditional Stories  
Dress Up Day
- Nativity

## Spring

- Winter  
Wonderland Day.
- Big Me Day
- Farm trip.

## Summer

- Healthy  
Schools Week
- Sports Day
- Journey Day

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# Expectations – Prime

## Personal, Social & Emotional Development

### ➤ Making Relationships, Self Confidence, Behaviour

- Playing in a group by extending and elaborating play ideas.
- Keeping play going by responding to what others say or do.
- Initiating conversations with peers and familiar adults.
- Taking responsibility for resources.
- Awareness of feelings and realising some actions and words can hurt others.
- Sorting out problems, without the need for adult intervention, using words to sort out problems –

*'Please don't do that, I don't like it'*

### ➤ Communication and Language

- Using vocabulary to explain what is happening and to anticipate what might happen next.
- Using talk to connect ideas.
- Questioning why things happen and to give explanations.

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# Expectations – Prime

## Personal, Social & Emotional Development



### ➤ Physical

- Holding a pencil near the point, between the first two fingers and thumb (tripod grip) and to use it with good control.
- Using one handed tools with increasing independence and control.
- Running skilfully and negotiating space.
- Catching and throwing a large ball.
- Managing own toileting needs.

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# Expectations- Reading



- Recognising their own name.
- Recognising familiar logos and signs.
- Looking at books independently, handling them carefully. Having a love of books.
- Recognising rhyme in songs and stories.
- Using pictures to tell stories and to talk about what has happened.

## Phase 1 Phonics

- General sound discrimination – environmental
- General sound discrimination - instrumental sounds
- General sound discrimination - body percussion
- Rhythm and rhyme
- Alliteration – I spy
- Segmenting
- Blending

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# Expectations- Writing



- Ascribe meaning to the marks they make.
- To be able to use emergent writing in different areas of provision. Lists, captions, descriptions.
- To begin to make letter type shapes.
- To be able to form the letters from their name correctly, using pre cursive handwriting.

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# Expectations- Maths

- Showing interest in number problems.
- Understanding number grouping, e.g. how to split a total into different groups (number bonds).
- Rote counting.
- Using 1:1 correspondence to count an arrangement of objects.
- Recognising and writing numerals.
- Matching numerals and quantities correctly.
- Showing an interest in shape arrangements.
- To be able to use shapes appropriately for tasks.

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# Assessments



- Baseline – Autumn 1
- Autumn Assessment point - Dec 18
- Spring Assessment point – March 19
- Summer Assessment point – July 19
  
- **Collaborated through:**
- Incidental observations
- 1:1 assessments
- Teacher knowledge –working with children in provision, dialogues, adult led inputs

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# Independence

You can only become independent if somebody gives you the opportunity!



- Recognise, put on and look after own shoes / wellies.
- Put on and fasten coats, hats, gloves.
- To look after the nursery equipment, ensuring everything is placed back where it belongs, replacing lids on glue, pens and playdough.
- To independently and safely use the nursery equipment.
- To walk around nursery and school safely, negotiating stairs and obstacles.
- To be self sufficient with own property, i.e. jumpers, water bottles, work, lunch boxes.
- Self register their name card.
- To label their own work, by selecting their name pencil and writing their name.
- PE – taking off and putting on socks and footwear.

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# How you can help?



- Provide opportunities for your child to become independent – they'll surprise you by what they can achieve! Don't do everything for them.
- Don't be afraid to let your child grow up and to move onto the next milestone.
- Help your child to have a love of books, read to them as often as you can.
- Help them to be able to recognise and write their own name – using pre cursive handwriting. *'Mrs Finlay'*
- Talk to your child, ask them about their day, rather than relying on technology to entertain them.
- Play with your child, help them to develop their imagination.
- Celebrate their successes, fill in a 'Star Moment' sheet to contribute to their learning profile.

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# How to communicate with us?



- Talk to the adult on the door when all the children are safely in Nursery in a morning.
- Talk to an adult on the door at home time or arrange an appointment after school with Mrs Finlay.
- Attend parents' meetings.
- Ring or email the office.
- Talk to Mrs Morris our Learning Mentor.

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