

## How we promote early writing skills

In the Autumn term, children in our little nursery provision are encouraged to express themselves in a variety of ways.

From aged 2-4, skills are developed through a range of experiences.

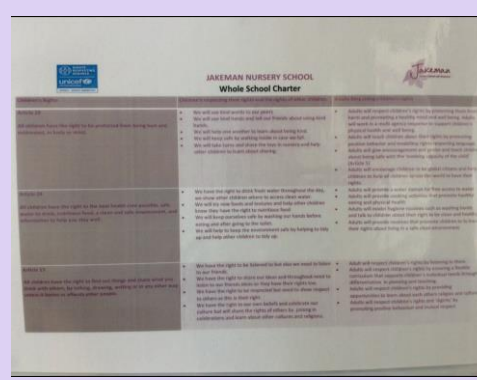
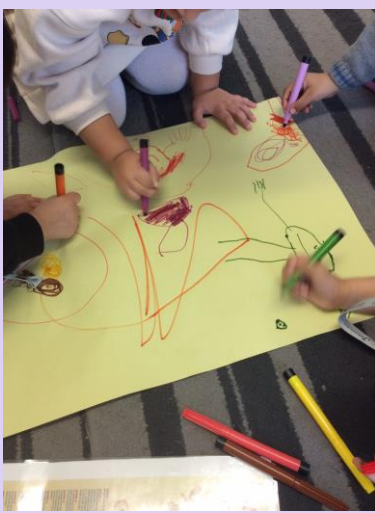
Children **knead and mould** playdough by using their larger muscles in their arms to mix all the ingredients together. The adults model using various tools for a purpose but continue to promote the use of our hands to get messy too.

Children are encouraged to **stretch their arms and fingers** within various sensory experiences to strengthen their larger muscles by reaching forwards and pulling backwards.

Children in our Big Nursery provision (3-4 years) are developing confidence in their fine motor skills and becoming interested in creating marks for meaning. Children talk about their own experiences telling stories through their drawings.

Children are becoming confident in holding writing tools with a pincer grip rather than a palmar grip.





Children have been learning about their rights

We introduced Paddington as our Rights Respecting Bear.

**Article 14: You have the right to choose your own religion and beliefs".** Children at nursery have been exploring photographs of children from around the world. This has provoked further discussion around children sharing their own experiences.

**Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.** Schools charters are reviewed with each cohort of children but this was delayed to the spring term due to COVID 19. Children have looked at what's important to them and have displayed a heightened awareness of keeping themselves safe through washing their hands and to keep strong by eating healthy foods.

Children are becoming confident in knowing their rights are Unconditional, Inalienable, Indivisible, Universal and inherent.

Children's voices captured through the RRSA child questionnaire.

'When I'm tired I have the right to a rest' 'My brother is eleven and he has rights'

'when you are poorly you got the right to go to the doctor'

'We have rights to a name' 'My brother Eyob has rights'

'Teachers and mummy help me have my rights'





We follow the interests of the children in our care because we feel this is how they learn best. When they take the lead of their own investigations and explorations this increases involvement levels.

Through the spring term children's interest in birds has continued, they have had access to a range of experiences to extend their knowledge on the variety of birds, what birds eat, making nest, making webs to catch spiders to feed the birds. Looking at insects and where they might live. Children have used a range of media through their explorations such as photographs, ICT, binoculars and drawing.

#### Children's voices

'Need a nest to keep them safe, mummy birds will look after her babies'

'Spiders in there they are scary, it's dark'

'A big web to catch the spiders'

## Supporting Children's Interests

Children have missed so a big part of the spring term due to COVID 19, as part of our awareness of the emotional impact and supporting children's mental health, we used 'The Colour Monster' (Author ). This enabled children was planned a safe place to talk about their feeling and give meaning to the emotions they were experiencing.

Through the story children created art work Around their favourite colour monster and Shared stories from their own experiences about why they chose the colour.

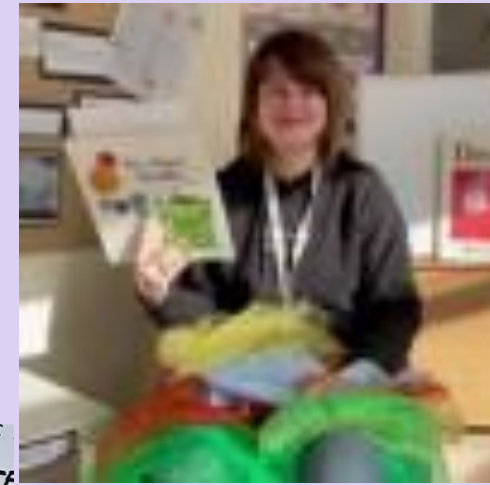
For most children the 'yellow monster' was their favourite.

Children's language:

'the yellow monster is happy like the sun'

'I like calm' child breaths calmly following relaxation.

'Angry is red, my brother makes me angry'



Children have been introduced to a range of books that support both their understanding of how stories are structured, they have predicted what may happen next and used pictures from stories and books within their exploration of interest such as birds, dinosaurs and eggs.

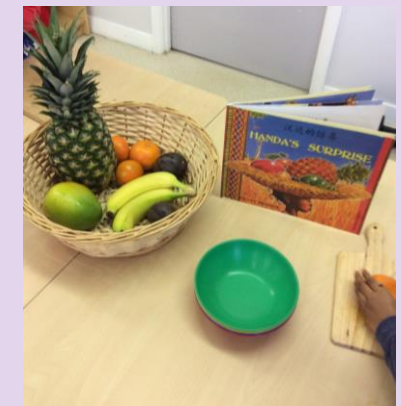
Children took part in world book day and we used 'Handa's surprise' to taste new fruits. Children raised money for 'Books to Africa' as part of our global citizenship for the rights of the child.

We are also using books with no words to encourage children to understand that pictures tell stories which is fundamental to support early reading.

Janine Maidment is our EYC for WELLCOMM, this is a programme which is now embedded in our daily practice to support children's language development. The screening for WELLCOMM is used for all children to ensure a more accurate assessments of their communication skills.

The qualified teacher has also accessed ELKLAN training, this is an advanced course to deliver and support practitioners in helping children's language skills.

Spring Term continues to focus on early reading and writing





## Supporting Mathematical Language and the use of Real Number

Children have been interest in measure and this has been explored through children's everyday experiences.



Children are becoming more confident in using shape to create 2D and 3D shapes around their interest such as cars, buildings, junk modeling and using shadows.

Supporting children's understanding of real number has been a focus within group time and free flow play.

## Remote Learning Experiences on Tapestry



Examples taken from tapestry:

- Making sensory bottles to create sounds for music
- Access to YouTube for fun active activities
- Story of the day
- Creative activities using things that may already be at home
- Cooking activities
- Number games
- Rhymes and songs of the week
- Makaton sign of the week
- Right of the week



# Summer Term 2021

## 2-3yr olds:

- Continue to develop fine motor skills using a range of tools for purpose.
- To support children's confidence (New starters n routines)
- To have access to a wider range of books including information, picture books, books linked to interest.
- To support children to engage in play scenarios, offer a range of provocations that enable children to share their experiences through role play and shared attention small group time sessions.
- To further enhance children's mathematical skills throughout the curriculum e.g. introducing resources such as tape measures, numbered blocks, counting songs etc.

## 3-4yr olds:

- UNICEF rights to continue to be embedded and strong links to the curriculum; children talking about their rights more confidently. Children confident to knowing some articles and the ABCDE of rights.
- A wider range of information books, so children become more independent in leading their own learning.
- Develop I.C.T. linking to the whole curriculum.
- Peer on peer interactions- including encouraging problem solving amongst children.
- Develop children's confidence in talking about primary school.
- Develop children's sustained shared interest in a project work





children at Jakeman learn the importance of dignity and tolerance in carefully planned activities, they are given lots of opportunities to *practice* tolerance and to challenge stereotypes. For example, through sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping



#### Rights Respecting Pledge

We have the right to rest and play,  
We have the right to learn our way,  
We have the right to food and drink,  
We have the right to talk and think,  
We have the right to be safe,  
Our rights are ours and not yours to take.



What does 'Dignity' mean to the children at Jakeman?

To Learn about each other

To respect differences

To listen to each other's points of view

To discuss the question not the child/family



A place to inspire  
A place to explore  
A place to believe



**Jakeman**

