

## How we promote early writing skills

In the Summer term,

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

Mark making resources are available in all areas of the continuous provision, this allows for children to share their ideas and plan through drawings.

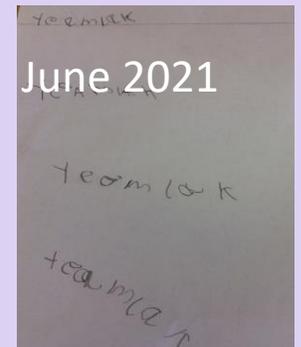
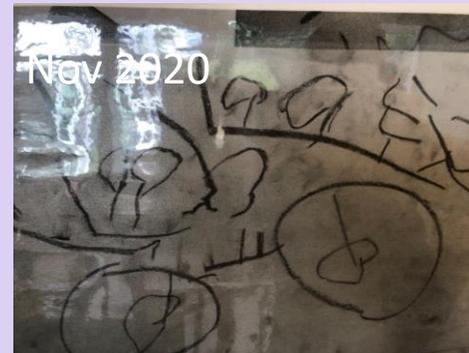
Our younger children explore mark making through a range of sensory experiences such as; corn flour and paint mixing.

Children have been observing the life cycle of the caterpillar, using mark making to record their observations and share their knowledge on what they have learnt.

Children have been using recipes and list for cooking activities and creating their own pizza's.



Yeamlak Started at Jakeman Nursery in December 2018. This is her mark making journey



- I will always ask a grown-up for permission before I use a phone, tablet or computer
- I will only go online when a grown-up is with me
- I will only play on games meant for my age
- I will always be kind to others online
- I will tell a grown-up if I see anything online that upsets me



Today as part of safety week we looked at keeping ourselves safe on the internet and when we are using our tablets and iPads.

What do we do if we see something scary when we are on our iPads or tablets?

"You tell your mummy and then she can switch it off"

"You switch it off"

"You tell an adult or your teacher"

Do we go on mummy and daddy's phone?

"I watch cartoons on my mums phone"

My mummy's got a password on her phone you have to press the numbers but I don't know it"

## Children have been learning about their rights

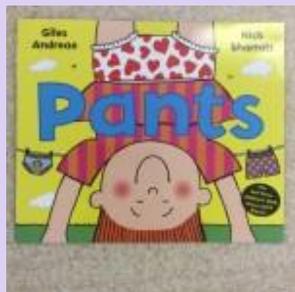
### We introduced Paddington as our Rights Respecting Bear.

**Article 19: 'You have the right to be protected from being hurt or mistreated' in body or mind.**

Children in nursery have explored a ranged of topics from road safety, stranger danger and 'Pants' keeping our private parts private. We took part in 'Child Safety Week' From 7<sup>th</sup>-11<sup>th</sup> June.

**Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.**

Our older children are moving on to primary school, they have experienced a very different year however they are amazingly resilient. Through the summer term children have become confident in knowing their rights, they have accessed a broad curriculum that promotes their talents and takes into account their interest and level of ability.



Who's hand do you hold when out crossing the road?

"My dads"

"I holding my dads hand."

"I don't run off from mommy"

"I hold the pushchair."

Do we run across the road?

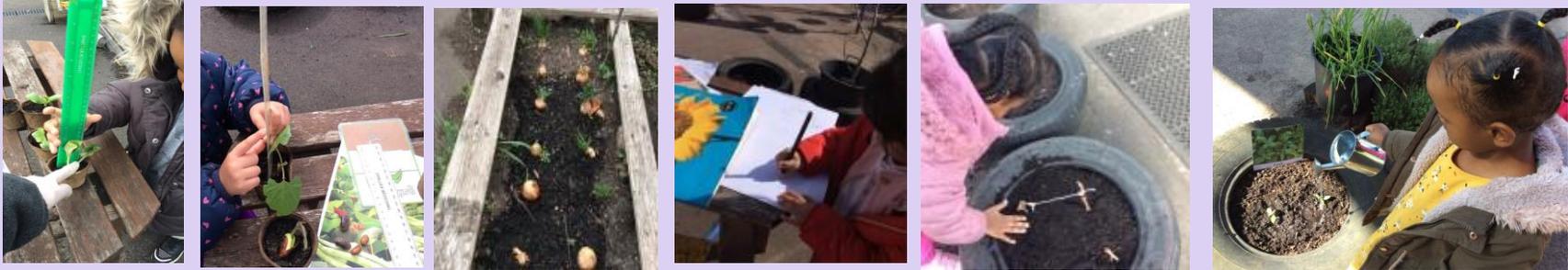
"No..walk slowly"

"No run, we will fall, cat won't see us."

"Stop and look, then walk"

"When the cars stop I cross with my bike"

"We look before we cross..side to side"



Through planting and the observation of growth children have learnt many new skills, such as;

- Measure
- Observation skills
- Mark making
- Finding out information through books and media
- Caring for plants.



Children have shown an interest in den making, this has been happening both inside and out. Our children have learnt about different types of home and supported 'Den Day' raising money for 'Save the Children'.



We follow the interests of the children in our care because we feel this is how our they learn best. When they take the lead of their own investigations and explorations this increases involvement levels. Children have been problem solving, apotheosising, bringing their ideas to life through their creative skills and having fun.



A sample of what children have been up to this summer term.

- Observation of the cycle of Caterpillars to butterflies.
- Transition to primary school discussion
- Water flow, dams and pipe work.
- Large scale role play, tents and sand
- Growing and cooking
- Shops

"It has lots of little legs"  
 "It has eyes"  
 How many eyes?  
 "One two" he counted out loud as he looked at the pictures of the caterpillar  
 What does the caterpillar turn into?  
 " it gets big and big eats all the food and then be a butterfly and flies away"

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: The hungry Caterpillar, Pants, Goldilocks and the Three Bears and The Colour Monster Goes to School.

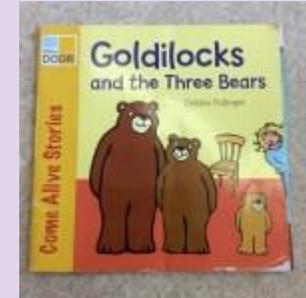
Information Books: Butterflies, Growing, Worms and Houses.

Janine Maidment is our WC for WELLCOMM, this is a programme which is now embedded in our daily practice to support children's language development.

Wellcomm intervention groups have had an impact on children's confidence in talking, it has provided practitioners with skills to develop children's grammar and sentence structure.

Early mark making is promoted throughout the curriculum, children have used mark making to tell their stories, to convey messages and to begin to use marking to form some letters and numbers, supported by the teacher.

*Summer Term continues to focus on early reading, communication and writing*





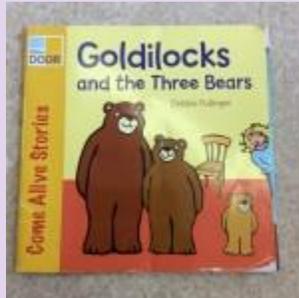
## Supporting Mathematical Language and the use of Real Number

Supporting children's understanding of real number has been a focus within group time and free flow play, this has enabled children to begin to use number purposefully to count, add and subtract.

This has been promoted through our play based curriculum around children's interest for example children have used recipes to cook, built role play areas such as shops and within creating structures within the block area.

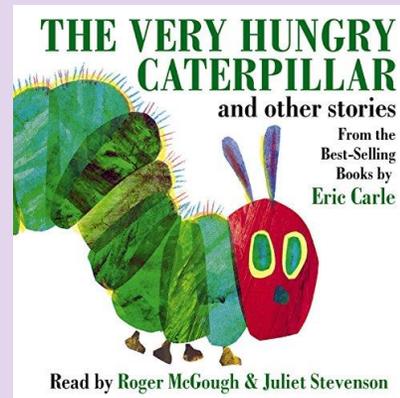
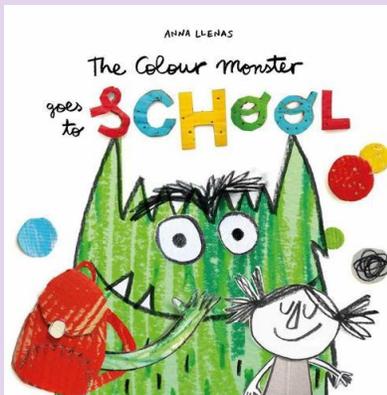
Open ended resources have been used to create patterns with shapes.

# Remote Learning Experiences on Tapestry



Examples taken from tapestry:

- 'Pants' Keeping our private parts private
- Road Safety
- Internet Safety
- What do I need for School?
- Healthy Eating Ideas
- The Hungry Caterpillar
- The 'Colour Monster goes to School' (Anna Llenas)



# Autumn Term 2021

## **2-3yr olds: Personal, Social and Emotional Development**

- individual transition plans
- Photo registration
- Now and Next Boards
- Short family group times
- Sensory environmental Audits
- Counting how many
- Home Corner, cultural diversity
- Colour Monster (Anna Llenas) labeling emotions

## **3-4yr olds: Personal, Social and Emotional Development**

- 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.
- Name registration
- Routine of the day board
- Sensory environmental audit
- Counting how many, who's missing
- Hello song, learning our friends names
- Dough station, home corner
- Colour Monster (Anna Llenas) labelling emotions



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**

