

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.

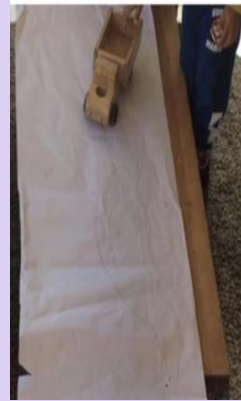
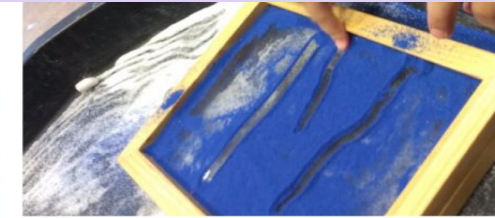
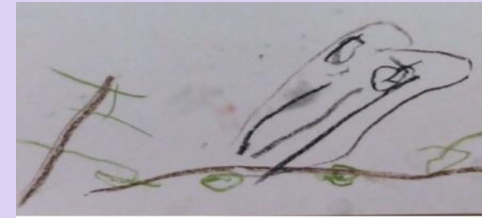
Children **knead and mould** playdough by using their larger muscles in their arms to mix all the ingredients together. The adults model using various tools for a purpose but continue to promote the use of our hands to get messy too.

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 their gross motor and fine motor development through pinching, threading, buttoning and zipping.

Children are encouraged to zip their own coats up, pick up small objects with specific tools e.g. tweezers, or use a pipet to measure how much water we want to add to their recipe. This enables children to have more control of their small muscles in their hands, fingers and thumb.

Children will then feel confident in holding writing tools with a pincer grip rather than a palmar grasp by. For example, we encourage our children to make large marks on paper when measuring how far a car can travel.





Children have been learning about their rights

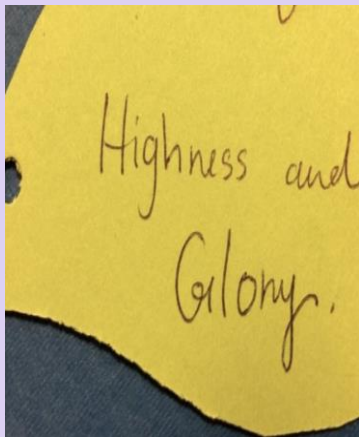
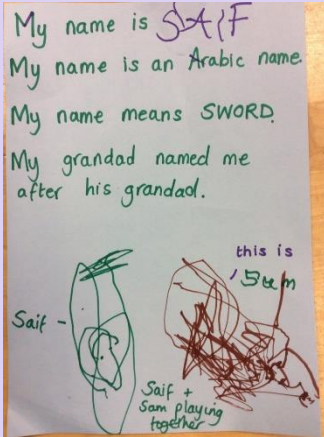
We introduced Paddington as our Rights Respecting Bear.

We introduced Paddington and talked to the children about his long journey from Peru. He then went home with each child in nursery to encourage each of them to care for him and to learn about rights via his many stories. Our little nursery children have been taking home their Rights bear and bringing in photographs from home.

We discussed **Article 7 of the UN Convention on the Rights of the Child: You have the right to a name**, during this time we asked families to share where their child's name came from and this was shared within our family groups.

During Diwali celebrations, we spoke about **Article 14: You have the right to choose your own religion and beliefs**". We shared information on Diya lamps and encouraged children to create their own and began to explore the celebration of light and what that could mean. Many children explained, "there's lots of fireworks at night"; we re-read the story and encouraged simple role-play with Rama and Sita puppets.

We celebrated World Children's Day and encouraged conversation around **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**. We shared information around landfills and how important it is to recycle. Our steering group then shared this with our family groups during group time.





Supporting Children's Interests

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. This term children have shown an interest in birds as we have many varieties visiting our garden daily.

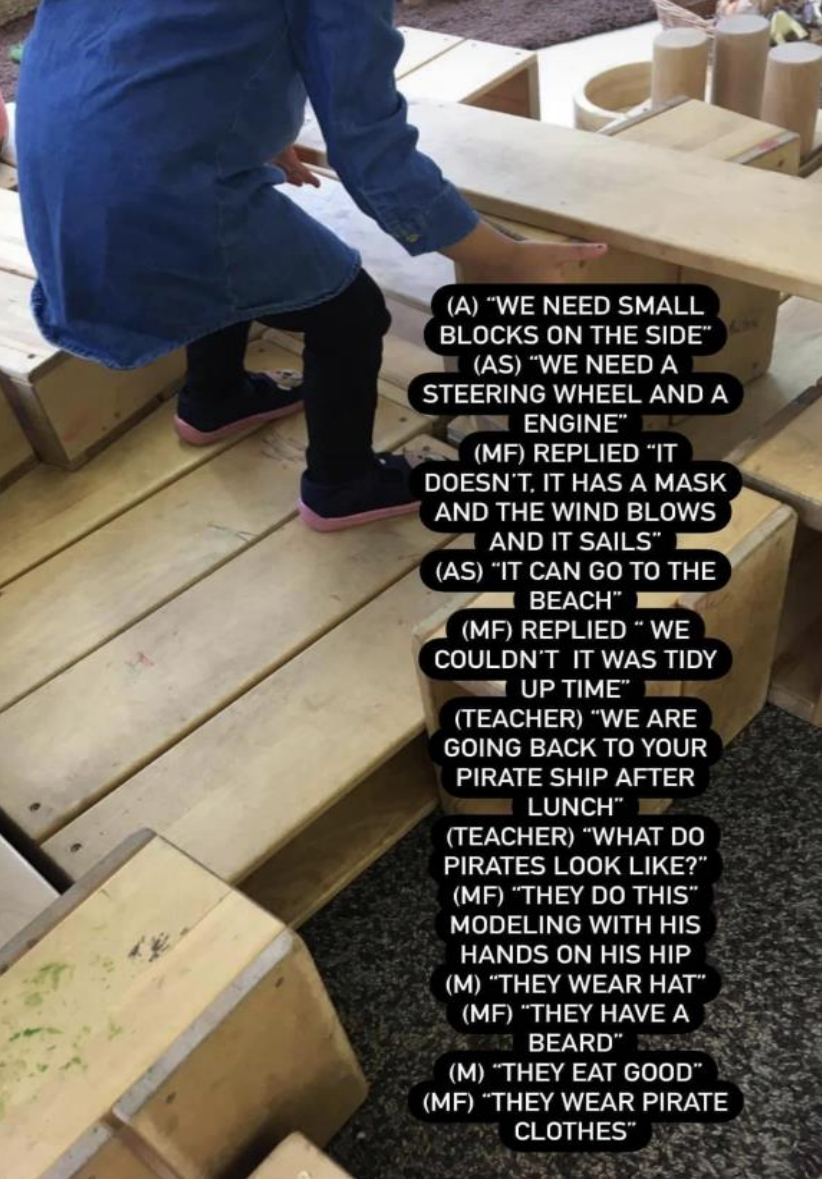
- Children created bird feeders by threading hoops onto string and mixing seeds with lard and placing them into a cup to hang. We have supported families to do this at home too with a home learning pack.
- Children observed birds, by using binoculars to see which of them came to eat; we observed this from indoors and out.
- We began to explore why this is; we noticed robins and sparrows came most frequently. We discussed why this might be and some of us thought the other birds were "busy making nests".
- Children began creating their own nests with clay and loose parts and began to demonstrate their understanding that birds have feathers to keep warm.

Supporting Children's Interests

In the Autumn term, children have become more confident in using blocks to create structures. Children create role-play scenarios with their peers by sharing information about what they already know. By exploring different uses for a material, children are compelled to think in a variety of ways and this develops their lateral thinking abilities.

Children began to build different parts of a pirate ship as well as using key language introduced by the adults. They showed understanding of some of the key parts of the vessel and we then began to explore using a variety of different blocks for the purpose of adding additional features and exploring new ideas.

Children then began to create marks to suggest there was treasure. "Your treasure map", exclaimed one child as he scribed marks to paper. Many children were keen to explain the map to others; "to the island, to the sea, to the captain, to the sea, to under the sea and then the lighthouse!" The adult began to question for more information about the lighthouse and the child explained "it turns the light on, so the ship can see where it's going." Following this interest allowed the practitioners to observe what the children already know but then allowed us to follow this interest by providing more information and resources to further develop their knowledge of pirates.



(A) "WE NEED SMALL BLOCKS ON THE SIDE"
(AS) "WE NEED A STEERING WHEEL AND A ENGINE"

(MF) REPLIED "IT DOESN'T. IT HAS A MASK AND THE WIND BLOWS AND IT SAILS"

(AS) "IT CAN GO TO THE BEACH"

(MF) REPLIED "WE COULDN'T IT WAS TIDY UP TIME"

(TEACHER) "WE ARE GOING BACK TO YOUR PIRATE SHIP AFTER LUNCH"

(TEACHER) "WHAT DO PIRATES LOOK LIKE?"

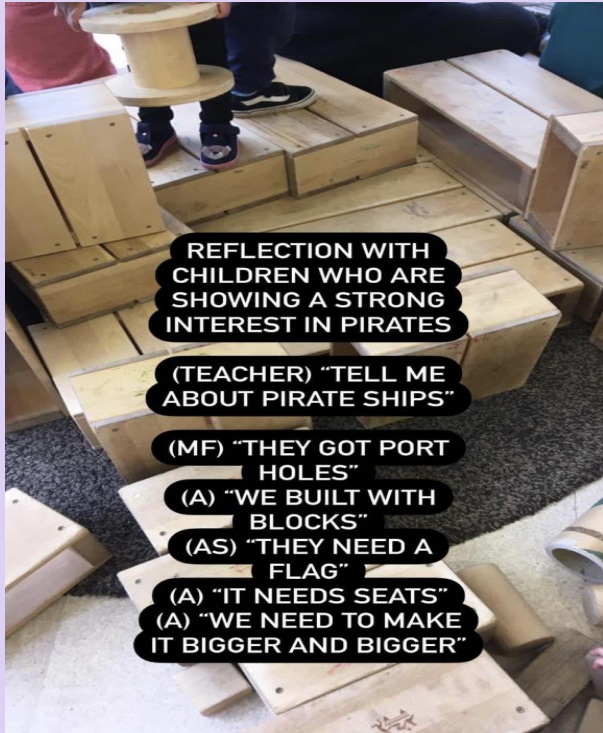
(MF) "THEY DO THIS" MODELING WITH HIS HANDS ON HIS HIP

(M) "THEY WEAR HAT"

(MF) "THEY HAVE A BEARD"

(M) "THEY EAT GOOD"

(MF) "THEY WEAR PIRATE CLOTHES"



REFLECTION WITH CHILDREN WHO ARE SHOWING A STRONG INTEREST IN PIRATES

(TEACHER) "TELL ME ABOUT PIRATE SHIPS"


(MF) "THEY GOT PORT HOLES"

(A) "WE BUILT WITH BLOCKS"

(AS) "THEY NEED A FLAG"

(A) "IT NEEDS SEATS"

(A) "WE NEED TO MAKE IT BIGGER AND BIGGER"



NEXT STEPS FOR CHILDREN

INTRODUCING MAPS TO HELP CHILDREN CREATE THEIR OWN.

JOINING LOOSE PARTS TOGETHER TO CREATE STRUCTURES.

CHILDREN EXTENDING ON THEIR STORY SUCH AS VISITING THE BEACH ON THEIR PIRATE SHIP.

Music and Movement

Children attending our 'Little Nursery' (2-3's) have been drumming along to music using their whole bodies to move to the beat.

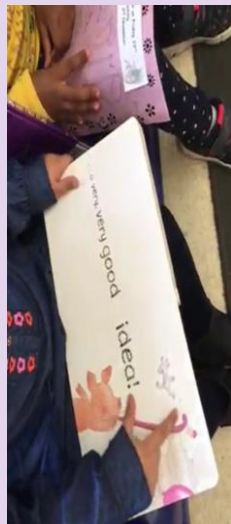
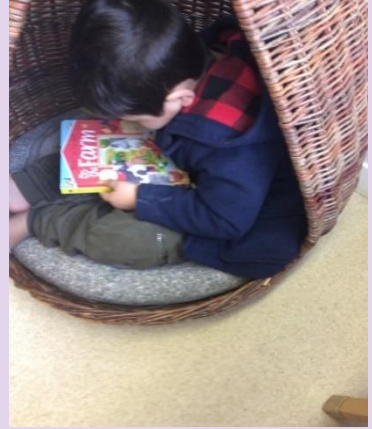


Music has been a real interest in our 2 year old provision. Children are encouraged to express themselves. We have been developing our children's confidence to move to music by encouraging and modelling. Some children responded confidently to the provocation of using pieces of material to emphasise movements in a variety of ways

Many of the children, particularly those with Special Educational Needs and/ or Disabilities (SEND) are at the early stages of engaging in 1:1 activities, but using musical instruments has enabled a number of them to explore the array of different sounds and vibrations generated by different instruments. Adult modelling and 'invitations to play' have been key.

In our big nursery we have also developed children's whole body movement via the use of 'Go Noodle'. This is an American initiative, accessed via the internet, to encourage movement to music.

This has supported many children's awareness of their different body parts and the ways in which



Autumn Term has been a focus on early reading

Children across our provisions are encouraged to explore a range of fiction and non-fiction books. Our younger children and those with special educational needs and/ or disabilities have had access to a range of sensory books.

We introduce a story and if the children begin to take an interest, we provide opportunities for them to investigate the narrative via the use of props, visual cues, and sensory experiences in order to deepen their understanding. Children learn how to structure and sequence stories.

Children are also encouraged to retell common narratives with their peers and develop role-play scenarios using the information gleaned from these texts.

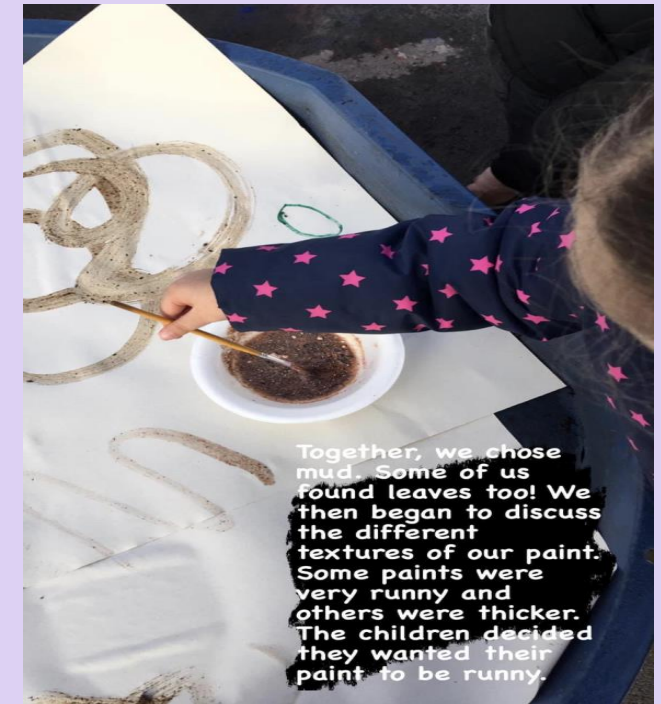
The adults ensure that the children are always given the appropriate amount of time to express themselves through re-reading familiar stories.

Children in both our big and little nursery provisions have demonstrated a sustained interest in mud kitchen play throughout the Autumn term.

Children have shown a sizeable interest in painting on a large scale and the mixing of diverse resources. The children have been keen to investigate the relationship between cause and effect when mixing.

Providing large volumes of water, powder paint and a comprehensive selection of cooking ingredients (to name but a few resources) have encouraged and facilitated a deep and sustained interest in experimental cooking.

Much dialogue has focussed on the children's frustration that the paint is too runny, whereas others prefer it to be really runny because "it would paint more"



During the Autumn Term, a significant number of children became highly engaged in the act of junk modelling.

Initially, the children began to create various modes of transportation.

With the support of adult modelling, some children have now begun to create structures based on their interests.

Children have learnt to join boxes with sellotape, masking tape and paint to create. One of the items pictured was described as, "a ladder house" with "4 tv's and t-rex on the tv."

The children have been supported to extend this learning through the use of advanced planning, on paper and using wooden construction blocks.

The children have also been showing us, and one another, their thoughts and intentions by producing and explaining their detailed drawings.

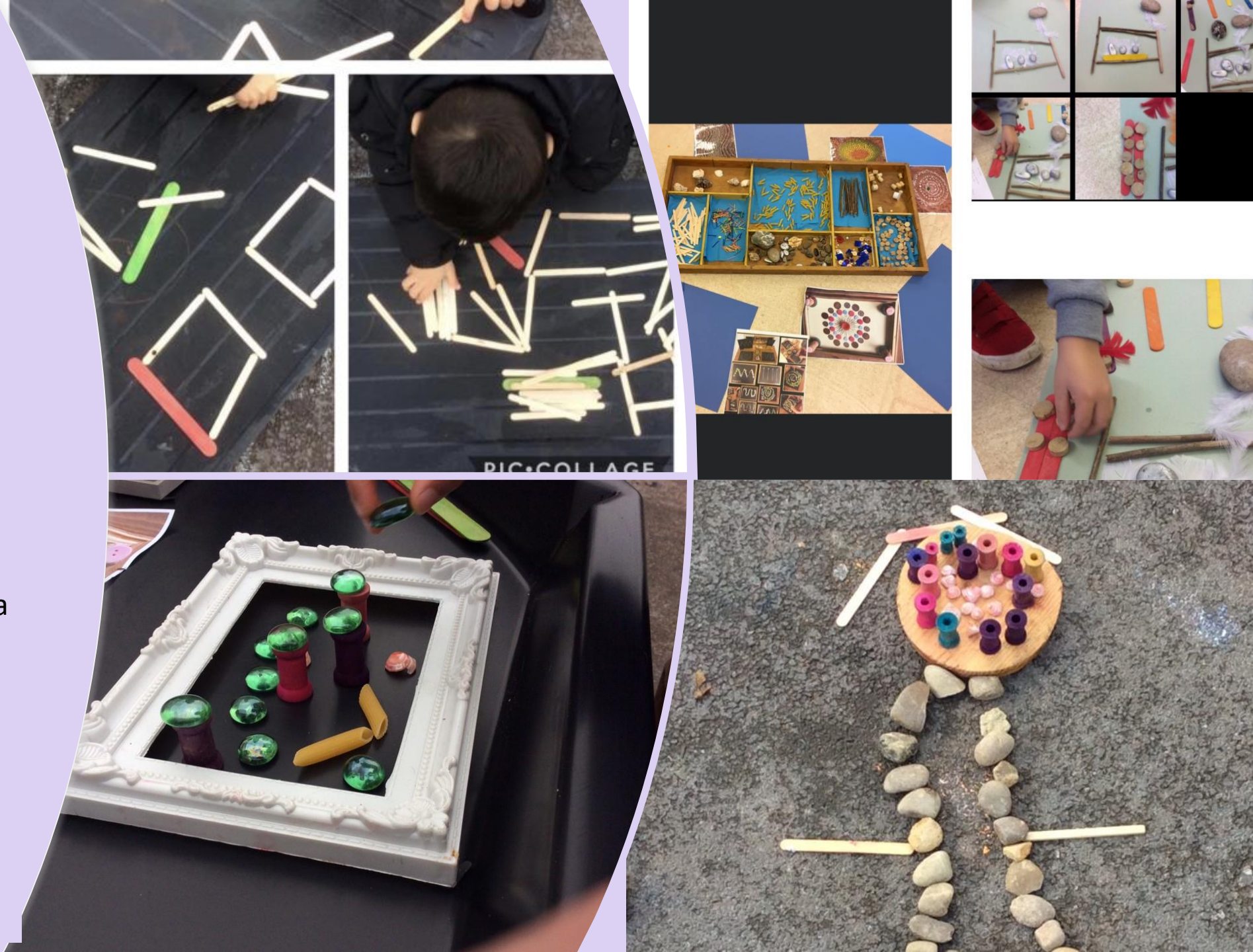


Transient Art

Transient art is the strongest interest currently in big nursery and we hope to continue this during the Spring term. This has enabled many children to develop their problem solving skills and creativity as transient art celebrates 'the process' and not 'the product'. We found that most children needed a lot of modelling and assurance to express themselves in the beginning.

As the children were exposed to a greater repertoire of resources however (books, photographs, internet searches etc.) they began to give meanings to their work.

Some children created 'castles', others 'girls', 'birds', 'nests' and 'houses'.



Remote Learning during the Autumn term

PSED:

Doodle challenge
Read a story at bedtime

Communication & Language:

Simon says
What's that noise?
Song of the week
Sign of the week

Physical development:

Go Noodle
Wake up, shake up

Literacy:

Stories in English and home languages
Can you read us a story?
Making marks in various food e.g. flour or lentils.

Maths:

Sorting challenge
Can you find 10 things around your house?
How many star jumps can you do in 1 minute?
Maths songs

UTW:

Can you make a bird feeder, what birds can you spot?

EAAD:

Family tree pictures using natural resources
How to make playdough



Spring Term 2021

Little Nursery:

- Continue to develop gross motor skills using the physical equipment in big nursery to extend challenge.
- To have a wider use of fine motor resources throughout the curriculum.
- To begin to engage in role-play scenarios with their peers and within small world.
- To further enhance children's mathematical skills throughout the curriculum e.g. introducing resources such as tape measures, numbered blocks, counting songs etc.

Big Nursery:

- To continue to promote the use of transient art.
- UNICEF rights to continue to be embedded and strong links to the curriculum; children talking about their rights more confidently.
- A wider range of information books, so children know where to find information.
- Develop I.C.T. linking to the whole curriculum.
- Peer on peer interactions- including encouraging problem solving amongst children.
- Develop children's independence to access a variety of resources within the provision.





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



Jakeman

