



Welcome to Dane Royd J & I

Nursery
Curriculum Evening

Meet the teachers:



Mrs Child

Mrs Hartshorne

Here are our Teaching Assistants



Mrs Batley



Mrs Devlin

Learning & Development

Provision for children's learning and development is facilitated through a balanced, planned curriculum underpinned by the Department for Education's Statutory Framework for the Early Years Foundation Stage and Development Matters document (Non-Statutory Curriculum Guidance).

The Early Years Foundation Stage is the period of education from birth to 5. It is called a Foundation Stage because the learning involved in the EYFS prepares children for the National Curriculum in Key Stage 1.

During the Early Years Foundation Stage, these areas of learning will be introduced in ways that are suitable for young children, most often through planned, purposeful play. Play is the key to the way children learn. We want all children in Nursery to have enjoyable and satisfying experiences, which will create a solid basis for later learning in school and beyond.



PLAY GIVES
CHILDREN
A CHANCE
TO PRACTICE WHAT
THEY ARE
LEARNING.
-MR. ROGERS



Play is the
highest form
of research

Albert Einstein

The New Curriculum



Since September 2021, there has been a new Early Years Foundation Stage (EYFS) framework implemented which all schools and settings now have to follow. These national changes have been made to better support all young children's learning and development. It is also the aim that the new framework will better prepare children for the transition into Key Stage 1.

Changes:

- Staff still need know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write all this down unnecessarily, and staff can spend more time supporting and engaging with the children and their learning and development.
- Children don't all develop at the same rate, so will no longer be assessed against statements from an age band category- as it wasn't a fair system of assessing. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age and provide next steps.
- There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, daily reading of a wide range of books and holding discussions around activities in other areas of learning.

What it means to parents -

- Essentially all it means is that the objectives have been altered, we are still using Development Matters as a tool to help guide us on what your child should know, and we feel it links to child development really well. Your child will still have access to a fun and enriched curriculum in a safe, stimulating environment.

The Areas of the Curriculum

- Your child will be learning skills and acquiring new knowledge and demonstrating understanding through 7 areas.
- The first 3 are called the **Prime Areas** as these are the most essential for your child's development.



Communication and Language:

Giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Personal, Social and Emotional Development:

Helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Physical Development:

This involves developing their co-ordination, control and movements. Their gross motor skills (running, skipping jumping, throwing) and their Fine Motor skills (squeezing, threading) get them ready to write. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.



As children grow, the **Prime Areas** will help them to develop skills in 4 **Specific Areas**.

Literacy:

Encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to spark their interest.



Mathematics:

Providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.



Understanding the World:

Helping children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Exploring Arts and Design

Enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

What does a typical Nursery day look like?

Continuous Provision

Enhanced Provision

Registration
Topic Session
Phonics Sessions
Indoor Provision
Maths Session
Outdoor Provision
Story - Favourite 5
Home

Play

Scaffolding

Focus Activities

Topic

- We have a new topic each half term which links to 'Understanding the World.'
- Our topics this year are:

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|------------------|------------------|------------|----------|----------------------|
| Marvellous Me! | Light and Colour | We are Explorers | Our Heroes | Growing | Pirates and Mermaids |

- These topics have a scientific, historical and geographical link in them which then links closely to British values. We also use topic time to discuss current issues, celebrations and other events.
- We start a topic with a hook-this may be either a story or an object, to capture the children's interest.
- Our Continuous Provision is then enhanced with resources and activities linked to the topic or it may be to a particular outcome we are wanting to see.

Phonics in Nursery



- We follow a phonics program called **Read Write Inc. (RWI)**
- This program has been around a while but Dane Royd adopted this last year and it is now used across school.
- What is phonics? Phonics is a method of teaching reading by matching sounds to letters (or groups of letters). We have 26 letters but 44 different speech sounds so this means that the same letter, or groups of letters, can represent more than one sound.

For example... the letter 'i' in pin can also be used to make the igh sound in find.

- It can seem very complicated but the program breaks everything down into steps and builds upon what children can do.
- In Nursery we teach the first set of sounds which are 25 single letter sounds and 6 two-letter sounds which are known as digraphs/special friends like sh.
- We then learn how to blend (read) with these sounds and then to segment (spell).

Nursery Phonics Sessions

- At the start of the year we have 'Story Time Phonics Sessions'. Here we work on communication, listening and understanding, along with lots of sound discrimination work. We look closely at books and really get to know them so children have more confidence about talking about them. We also work on oral blending (Fred Talk). We also look at some of the sounds to familiarise ourselves with them.
- After Christmas we start on more focused phonics sessions looking at a particular sounds in depth.
- When we can see that children can orally blend then we move on to looking at blending with letters they know (reading).

mat, at, mad, sad, dad

- When they start to be able to read these independently then they will start with blending books.
- It is at this point that we look at spelling. At first we do this by breaking down the sounds within a word by using Fred Fingers.
- We will teach some writing elements towards the end of Nursery, mainly focusing on letter formation. Our aim is that pupils can move into Upper Foundation being able to write their name.

You and Phonics



- After we have taught sounds in school these sounds will come home on a Friday to be practised. These will need to be returned at the start of the next week. A reading record will come home as well so you can write about how your child has done. This is a great tool to communicate with each other.
- If your child knows the letters and can **orally blend** but not blend then a word mat will be sent home so you can practise reading at home.
- Then when your child can blend/read you will receive sound blending books. We know your child will be able to say the words (that is why they have been sent home), now it is important to practise!
- We may also send links via evidence me if there is a particular sound that your child or the group is finding difficult.



Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.

The children have a daily Maths input session and below are some of the statements we will be covering are:

- Comparing amounts.
- Count in everyday contexts.
- Notice and arrange things in patterns.
- Compare size and weights using specific vocabulary.
- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting is the whole amount.



Sessions are as practical as possible to ensure children will develop a secure base of knowledge and vocabulary as well as a positive attitude and interest in Maths.

Assessment

- Assessment is all about monitoring how your child is doing. It will help to highlight strengths and areas we can challenge more with and areas where more work needs to be done. Sometimes if there is an area we feel needs particular focus we will start interventions to promote progression.
- What does assessment look like? Teacher judgement through observations from play, session times, daily discussions, focused activities, parent observations etc. All these are used to build up a picture of the child.
- We discuss children being 'working towards', 'being on track' and 'exceeding'.
- We baseline all children to show where we believe children are and then carry out termly assessments reflecting on what we have taught to reassess children.

The main aim of assessment is to know what the next steps are for each child.

Parental Participation

- We encourage parents to share information with Nursery Staff regarding your child's learning and change in routines of home circumstances. Feel free to ask questions and discuss your child at the start of sessions, meetings can be made with the teacher if requested. The school also offers two parent consultation evenings a year where your child's progress will be discussed.
- We have a **Home-School Link Board** where we ask parents to share some of the learning and achievements that have happened at home. We have forms you can fill in or simply bring pictures, work or certificates for us to display. Examples could include swimming certificates, medals, and pictures of special events or achievements/skills where your child has succeeded.
- You can send observations via Evidence Me. We do send some observations at the end of each half term, but as discussed earlier, the emphasis of Evidence me is to have good communication with parents.

Useful Information



- We send out curriculum booklets every half-term with useful dates
- Homework is sent out each half-term which is optional to complete.
- You can also stay up to date by following our feed on Twitter @DaneRoydNursery.
- We are also updating our website page and we will have a dedicated Early Years page which will be bursting with information, resources and help.



Thank you!

- Please could you remember to bring water bottles daily, coats and wellies.
- Please make sure everything is labelled.
- Let us know if you have any questions.