

<p><b>EYFS</b></p> <p><b>Principles</b></p>	<p><b>Armathwaite Community Primary School Nursery Planning ~ Spring Term 2022</b></p>		
	<p><b>Development Matters</b></p> <p><b>We will be learning.....</b></p>		
<p><b><u>Unique child</u></b></p> <p><b>Practitioners:-</b></p> <p>Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>~ understand and observe each child's development and learning, assess progress, plan for next steps</p> <p>~ support children to develop a positive sense of their own identity and culture</p> <p>~ identify any need for additional support</p> <p>~ keep children safe</p> <p>~ value and respect all children and families equally</p>	<p><b>Prime Areas</b></p>		<p>How you can help at home</p>
<p>Communication and Language</p>	<p>Listen to others ~ lots of opportunities ~ sharing, review, collaborative play. Listening and responding to others in this context and play. Model, notice, share. How to let someone know you are listening.</p> <p>Instructions games in outdoor play. Listening games. Sound chain games, alliteration stories\games, rhyming stories and games.</p> <p>Story sequencing through retell and reenactment.</p> <p>Questioning and observation during understanding the world growing and animal study. Balance and control through forces and movement in outdoor play. Prepositional language. Humour, fun, jokes!</p> <p>Repetitive stories and games to encourage correct use of language. Review time, sharing and investigations for the development of more complex sentences, connection of ideas and correct use of tenses. Build vocabulary. Adult\older buddy awareness and modelling.</p>	<p>Turn taking conversations make a huge difference to the development of language and communication skills, so try to give lots of time to this.</p> <p>Encourage your child to ask about words if they don't know what they mean.</p> <p>Talk about everything you see and do.</p> <p>Share lots of stories, repeat the reading of them. Ask 'what do you think will happen next etc.</p>	
<p>Personal, Social and Emotional Development</p>	<p>Opportunities for collaborative play through outdoor and indoor loose parts play. Play with one or more children, extending and elaborating play ideas. ,</p> <p>Independence in planning including self-checking of planners. Look for sustained play ~ flow.</p> <p>Confident communication and interactions in learning environment and during review and sharing activities.</p> <p>Feelings and empathy ~ explore our feelings ~ use of story and toys to support this. Feelings vocabulary. Emotions music.</p>	<p>Talk about feelings.</p> <p>Talk about friends.</p> <p>Be positive role models for your child ( we know you always are ~ thank you).</p>	

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	<p style="color: orange;"><b>Development Matters</b></p> <p><b>We will be learning.....</b></p>		
<p><b><u>Positive relationships</u></b></p>	<p><b>Prime Areas</b></p>		<p>How you can help at home</p>
<p>Children learn to be strong and independent through positive relationships.</p> <p>Positive relationships are:-</p> <ul style="list-style-type: none"> <li>~ warm and loving, and foster a sense of belonging</li> <li>~ sensitive and responsive to the child's needs, feelings and interests</li> <li>~ supportive of the child's own efforts and independence</li> <li>~ consistent in setting clear boundaries</li> <li>~ stimulating</li> <li>~ built on key person relationships in early years settings</li> </ul>	<p>Physical Development</p>	<p>Time , space and encouragement to move and play in an energetic way. Outdoor play loose parts and skyward summit.</p> <p>Wheeled vehicle support for all. Small group as well as in CIIL outdoor play.</p> <p>Balance bike sessions to continue.</p> <p>Explore lots of ways of moving in hall sessions and through story response.</p> <p>Daily Activate.</p> <p>Large movements ~ as well as climbing ~ ribbon\flag waving. Water painting outdoors.</p> <p>Scissor snipping a range of materials ~ playdough, paper snipping, card, wool, ribbon, twigs?</p> <p>Plan in outdoor and indoor tool sessions (hammers, saws, screwdrivers etc)</p> <p>Coat and shoe independence. Work towards fastening own coat and putting own hat and gloves on. Change outdoor shoes independently.</p>	<p>Get outside as much as you can.</p> <p>Encourage your child to climb, jump, run and play chase!</p> <p>Helping with setting the table and unpacking the shopping, preparing the vegetables for tea etc will all contribute to physical development (small\fine motor skills).</p> <p>Talk about getting dressed ~ the order for putting on clothes is really good sequential thinking.</p> <p>Practise makes perfect! Small steps for putting shoes etc on or off ~ one step at a time. Lots of praise for a job well done\effort put in.</p>

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EYFS Principles	Development Matters We will be learning.....		
<p><b><u>Enabling Environments</u></b></p> <p>Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.</p> <p><b>Enabling environments:</b></p> <p>value all people</p> <p>value learning</p> <p><b>They offer :-</b></p> <p>~ stimulating resources, relevant to all the children's cultures and communities</p> <p>~ rich learning opportunities through play and playful teaching</p> <p>~ support for children to take risks and explore</p>	Specific Areas		How you can help at home
	Literacy	<p>Songs and rhymes daily ~ weekly focus ~ whole group and discreet nursery daily.</p> <p>Story sacks ~ revisit, retell, re-enact with props. Lend to home.</p> <p>Understand the five key concepts about print.</p> <p>Rhyme opportunities, count and clap syllables, alliteration opportunities, alongside Phase 1 phonics</p> <p>Multi-sensory letter formation.</p>	<p>Sing these songs and enjoy sharing the rhyme book they bring home.</p> <p>Hey diddle, diddle...</p> <p>This little piggy, Round and round the garden</p> <p>Twinkle, twinkle, little star...Bananas in pyjamas</p> <p>Listen for sounds all around ~ car, bird, dog barking etc. Clap and stamp sound patterns. Listen for m in mummy etc. Share and talk about stories.</p> <p>Spot letters from your child's name \mum \dad etc</p>
Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Recite numbers past 5.</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Show finger numbers up to 5</p> <p>Experiment with own symbols and marks as well as numerals</p> <p>Compare quantities using language: 'more than' and 'fewer than'</p> <p>Solve real world maths problems with numbers up to 5</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language (flat, sides, corners....)</p>	<p>Count anything and everything ~ stairs, steps, apples, bananas, toes!</p> <p>Talk about more and less and same, using these words.</p> <p>Say and sing number rhymes \songs.</p> <p>Talk about and name shapes you see all around you. Talk about how many pointy corners or straight \curvy lines they have.</p>	

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<p align="center"><b>Characteristics of Effective Learning</b></p>	<p align="center"><b>Development matters</b></p> <p align="center"><b>We will be learning.....</b></p>		
<p>Children develop and learn in different ways. Plans are made for the education and care of all children in early years provision, including children with special educational needs and disabilities.</p> <p>Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.</p> <p>They foster the characteristics of effective early learning</p> <ul style="list-style-type: none"> <li>* Playing and exploring</li> <li>* Active learning</li> <li>* Creating and thinking critically</li> </ul>	<p align="center"><b>Specific Areas</b></p>		<p>How you can help at home</p>
	<p align="center">Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar\or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and respond to different natural phenomena in their settings and on trips.</p> <p>Explore a range of materials, including natural materials and paper, wood, plastic, glass, fabric, metal, brick etc. use our senses and link to the Three Little Pigs homes. Opportunities to develop the vocabulary they need. Make links and connections to when we are using these materials.</p> <p>Winter weather ~ what is it like, how does it feel. Seasonal comparison with autumn. Care for our plants and notice the spring bulbs beginning to grow.</p> <p>Watch and learn the names of the birds in outdoor play.</p>	<p>Talk about all the things your child is learning about at home.</p> <p>Here are some questions and scientific vocabulary to help you.</p> <p>How does it look, smell, feel?</p> <p>Heavy, light, rough, smooth, bumpy, colourful, shiny, dull, bendy, straight, see through, (transparent)</p> <p>What could\do we use it for?</p> <p>Winter, Cold frozen, snow, melt, thaw,</p> <p>Bulb, soil, water, shoot, leaves, flower.</p> <p>Bird, wing, tail, beak</p> <p>Blue tit, robin, chaffinch, blackbird, bullfinch, woodpecker etc.</p>

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	<p>Expressive Arts and Design</p>	<p>Explore media and materials. Make use of new painting area, both in CIIL and small group (formation fun!)</p> <p>Use of a wide range of materials in DT area. Need review times to inspire our Nursey children to have a go at all sorts of things.</p> <p>Sharing opportunity to draw each week. Model provided by others and by adults. Model not do for.</p> <p>Opportunities to explore colour and colour mixing in small group.</p> <p>Listen and respond to sounds in the Learning Environment and in Music. Remember songs (should we use Seesaw to support this?)</p> <p>Instruments in Music and in the music area of the classroom and outdoor classroom. Linked to environmental sound and body percussion.</p> <p>Listen to and spot the birds.</p>	<p>Show an interest in the things your child has made\drawn in school. Ask questions and tell your child what you like about their model.</p> <p>What could you do next?</p> <p>Why questions.</p> <p>Talk about and name colours. Talk about which primary colours you use to make a secondary colour ~ red and yellow make orange, blue and yellow make green, red and blue make purple, all three make brown etc</p> <p>Clap and tap to the pulse of songs and music to encourage the children to do this.</p>