

<p>EYFS Principles</p>	<p>Armathwaite Community Primary School Nursery Planning ~ Summer Term 2022</p>		
	<p>Development Matters</p> <p>We will be learning.....</p>		
<p><u>Unique child</u></p> <p>Practitioners:-</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>Prime Areas</p>		<p>How you can help at home</p>
	<p>Communication and Language</p>	<p>Lots of opportunities for listening and responding to others in small groups and play. Model, notice, share. How to let someone know you are listening.</p> <p>Use review time, sharing and assemblies for the development of speaking in sentences with increasing complexity, connection of ideas and correct use of tenses. Build vocabulary through opportunities to talk (especially with our big buddies), stories, rhymes and having fun playing together. Questioning and observation whilst they play and in review and sharing and in DT, understanding the world and all our teacher-led learning.</p> <p>Instructions games in outdoor play including broken robots.</p> <p>Story sequencing through retell and reenactment ~ Jack and the Beanstalk, Jasper and the Beanstalk and all books on our list for this term.</p> <p>Repetitive stories and games to encourage correct use of language. These will include all the Oi Dog, Cat, Frog stories.</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>Talk about new words and what they mean. Encourage your child to ask about words if they don't know what they mean.</p> <p>Talk about everything you see and do. Share lots of stories, repeat the reading of them. Ask 'what do you think will happen next etc.</p> <p>Play and talk together.</p>
	<p>Personal, Social and Emotional Development</p>	<p>Facilitate and support opportunities for collaborative play. Play with one or more children, extending and elaborating play ideas.</p> <p>Independence in completing and using their planning board, 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>Further opportunities to talk about our feelings through story, particularly P4C, and things that occur. Use feelings vocabulary.</p>	<p>Ask your child what they did today.</p> <p>Talk about feelings. Recognise all the emotions and that they are normal. Support your child in talking about how they feel. Be consistent and positive role models for your child (we know you are ~ thank you)</p>

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<p>Positive relationships</p>	<p>Prime Areas</p>	
<p>Children learn to be strong and independent through positive relationships.</p> <p>Positive relationships are:-</p> <ul style="list-style-type: none"> ~ warm and loving, and foster a sense of belonging ~ sensitive and responsive to the child's needs, feelings and interests ~ supportive of the child's own efforts and independence ~ consistent in setting clear boundaries ~ stimulating ~ built on key person relationships in early years settings 	<p>Physical Development</p>	<p>How you can help at home</p>
		<p>Time , space and encouragement to move and play in an energetic way. Outdoor play loose parts and skyward summit. Support the development of pretend play with big blocks, pretend and small world.</p> <p>Daily Wake Up Shake Up and Activate.</p> <p>The big bouncer tyre bouncing is very popular ~ support this.</p> <p>Balance bike sessions to continue. Introduce new diggers.</p> <p>Create our own pathway challenges and challenge ourselves and each other. Squirting and bubble blowing.</p> <p>Wheeled vehicle support for all. Small group as well as in CIIL outdoor play.</p> <p>Explore lots of ways of moving through story and response, particularly rhyming stories like Rumble in the Jungle and the nursery and other rhymes we enjoy.</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>Popping bubbles is a great summer game ~ it really helps eye-hand coordination, large movement development and it's FUN!</p> <p>Helping to make a picnic for a day out or in the garden or pour the water into the drink cups, doing the washing up 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.....		
<u>Enabling Environments</u>	Specific Areas		How you can help at home
<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>Enabling environments:</p> <p>value all people</p> <p>value learning</p>	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>Focus on first letter sounds in Phase 2 for pre-school children (older nursery) introducing the new characters and sounds.</p> <p>Multi-sensory letter formation.</p>	<p>Some of our rhymes for this term are:</p> <p>Five little speckled frogs</p> <p>Five little ducks went swimming one day</p> <p>The Grand Old Duke of York</p> <p>Humpty Dumpty</p> <p>Hickory Dickory Dock</p> <p>There were ten little swimmers etc</p> <p>Spot letters from your child's name\mum\dad etc</p> <p>Please come into school and use our library.</p>
<p>They offer :-</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>	Mathematics	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Show finger numbers up to 5. Recite numbers past 5.</p> <p>Say one number for each item in order.</p> <p>Know that the last number reached when counting tells you how many there are.</p> <p>Experiment with own symbols and marks as well as numerals</p> <p>Compare quantities using language: 'more than'\ '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>Explore pattern and position.</p>	<p>Count anything and everything everywhere you go. Count backwards as well as up.</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> <p>Support your child to count each object by moving it if they can as they count.</p> <p>Play games like snakes and ladders and dominoes.</p> <p>Talk about patterns you see and use positional language, over, under, next to, on top etc.</p>

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<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"> * Playing and exploring * Active learning * Creating and thinking critically 	<p>Specific Areas</p>		<p>How you can help at home</p>
	<p>Understanding the World</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials.</p> <p>Talk about what they see, using a widening vocabulary.</p> <p>Talk about summer and notice plants, baby animals, insects, changes in the trees and weather. Notice what happens to ice on a warm day.</p> <p>Keep a weather diary with other children.</p> <p>Explore and respond to different natural phenomena in school and on trips.</p> <p>Learn names of parts of our body and sing songs about them.</p> <p>Think about how we have changed since we were babies, looking at photographs and clothes etc.</p> <p>Watch and learn the names of the birds in outdoor play.</p> <p>Use saws and hammers and nails to build outdoors as well as scissors and other tools to design and make amazing creations!</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>What might happen next?</p> <p>Why do you think that happened?</p> <p>What is the weather like today?</p> <p>Look at photos with your child of when they were babies\toddlers.</p> <p>Ask your child to tell you about (review) the models they have made. Ask them to explain how they made them.</p>

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	<p>Expressive Arts and Design</p>	<p>Make use of outdoor opportunities to explore media and materials. We will provide a range of materials and stimulus to support this.</p> <p>Use of a wide range of materials in DT area.</p> <p>Review times for inspiration.</p> <p>Sharing opportunity to draw each week. Model provided by others and by adults. Model not do for. Support to develop mark making and writing names.</p> <p>Listen and make sounds in the Music area. Enjoy songs and rhymes and begin to remember them.</p> <p>Enjoy music lessons, joining in with singing and movement.</p> <p>Make sounds and music in outdoor plat, including environmental sound and body percussion.</p> <p>Listen to and spot the birds, noticing the house martins.</p> <p>Make homes and enjoy other pretend play using big blocks and large construction equipment in and outdoors.</p> <p>Enjoy small world pretend play.</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>Model drawing and writing for your child at home.</p> <p>Clap and tap to the pulse of songs and music to encourage the children to do this.</p> <p>Look out for and listen to birds and bird song in your garden and when out for a walk.</p> <p>Play pretend together at home.</p>