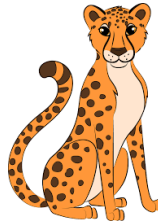
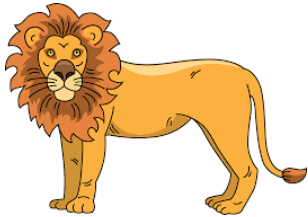




Nursery



Welcome to Nursery

Starting nursery school is a major step in your child's life and we aim to ensure that all children settle into the Nursery routines as quickly and as happily as possible. We want children to feel secure and confident and to develop their talents and skills in many different directions, learning alongside their friends in a supportive, exciting and fun environment. We also want to work closely with you and build strong, respectful partnerships with you as parents.

Our Nursery curriculum is designed for our youngest learners and is based on setting solid foundations for the National Curriculum (from Year 1) by learning through play and first-hand experiences. We want to provide our children with the best possible start to their learning journey.

Curriculum Intent:

We aim for children to be confident, independent learners. We want them to believe in their unique self and we recognise that all children develop at different rates. We offer a language rich curriculum that ignites children's curiosity and enthusiasm for learning. This builds their capacity to learn to form relationships, interact positively with others and thrive. We understand that play is central to a child's learning and this is at the heart of our EYFS curriculum. We want our children to be happy and develop a lifelong love of learning!

Child Centred

- Well-rounded, kind and happy individuals who are curious and creative and become ready to succeed in an ever-changing world.

Our Environment (indoor and out)

- Stimulating, exciting, safe, challenging, hands on, memorable experiences, purposeful and meaningful activities based on children's interests.

Parent Partnership

- Warm, positive and supportive partnership by working collaboratively with parents/carers.

During their time here at Brookland Infant and Nursery School we want our children to develop the following basic skills:

- To speak clearly and convey ideas confidently.
- To read fluently and develop a love for reading.
- To communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems.
- To use new technologies confidently and purposefully.

We want our children to be literate, numerate and technologically capable, but we also want our children to be able to think for themselves. Therefore, our curriculum is driven by 4 principles that we believe will support our children to become successful life-long learners.

Our 4 curriculum principles:

- **Creative:** *How the children express themselves.*
- **Ambitious:** *How the children demonstrate positive learning behaviours*
- **Curious:** *What the children learn and how it links to their understanding of their place in the world.*
- **Healthy:** *How the children ensure they are ready to learn.*

Curriculum Implementation:

We plan a range of learning experiences to help children develop in all areas of learning. We encourage and promote opportunities to allow children to express the characteristics of effective learning in their play.

Our provision for learning is linked directly to children's interests and curiosity. This provision supports the development of the skills they need to ensure their readiness for the start of their Reception year.

Feeling safe and secure is crucial to each child's learning. At Brookland Infant and Nursery School we support each child through the allocation of a 'Key Person' who will build positive relationships with each parent and their child.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development in the early year's curriculum. All areas of learning and development are important and inter-connected.

There are the **3 prime** areas:

- communication and language
- physical development
- personal, social and emotional development

The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

There are also three characteristics of effective teaching and learning. They are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Alongside the Statutory Framework for the Early Years, we use Development Matters to support us plan and deliver an effective early year's curriculum, building on the strengths and meeting the needs of the children we work with. Links to both these documents are on our website.

Prime areas:

- **Communication and Language**

The children's ability to listen attentively, understand and process information and speak to make them understood is developed through a variety of exciting activities that make the children eager to communicate their thoughts.

- **Physical Development**

The children use the Nursery outdoor area as well as the school hall and MUGA to develop their gross motor skills. Fine manipulative skills are developed through using tools for a variety of purposes and fun activities that develop finger strength and the control necessary to support successful mark making which leads into writing.

- **Personal, Social and Emotional Development**

Our Nursery classroom is a safe, warm and secure environment where children are valued, listened to and encouraged to make their own decisions and become more independent. It is an important time for making friends and learning to get along with other people. They gain the confidence to set their own challenges and develop positive behaviours for learning.

We also refer regularly to our whole school values (See Appendix 1) and teach the children to follow the Golden Rules everyday (see Appendix 2).

Specific areas:

- **Literacy**

Singing, rhyming, and storytelling are essential ingredients of our literacy curriculum and the Nursery environment is rich in opportunities for children to see and relate to print. Children listen to, share and act out stories as well as learning the foundation skills needed to enable them to begin to read and write independently.

Learning the sounds of the alphabet or 'phonics' is an important early reading skill. As a school, we follow the Little Wandle Revised Letters & Sounds programme when teaching phonics. In Nursery, we focus on Foundations for Phonics to ensure children are well prepared to begin to link sounds to letters and oral blending for when they start Reception.

In the early stages of writing children need to develop control in mark making. Through scribbling and drawing, which they enjoy immensely, they learn how to make these marks by pushing and pulling with various graphic tools. In this way, children will develop their ability to form straight and curved marks that they will use in writing. It is only when children can confidently make both straight and curving lines that they can be taught to start letters in the right place and to form them with the correct formation. We use the Little Wandle Letters and Sounds formation phrases with the children to support this.

Please see Appendix 3 for the Little Wandle Letters and Sounds Revised 2021: Grapheme Information Sheet.

- **Mathematics**

The children are encouraged to use everything around them to support their learning in maths and to make maths a relevant part of their everyday world. Counting, sorting, making patterns and learning about shapes happens throughout the day inside and outside. Counting songs, rhymes games and imaginative play ensure the children enjoy using and experimenting with numbers.

- **Understanding the World**

The children are encouraged to explore, observe, ask questions, solve problems and make predictions when thinking about the world around them. Skilled adults working alongside are

able to extend the children's vocabulary and thinking skills. We use out school grounds to observe changes and invite in many visitors to find out about our world. The range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and fire-fighters.

- **Expressive Arts and Design**

We know that creativity is a fundamental building block to successful learning. We provide a stimulating environment and a wide range of activities and materials, which allows children to respond using their senses, and encourage them to be free to express their emotions. We nurture children's appreciation and enjoyment of music and art through providing opportunities for children to express themselves creatively through music, dance, singing, role play, art and craft activities and imaginative play.

THE LEARNING ENVIRONMENT

“A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

We create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where children feel secure and confident, and are challenged to develop their independence.

Activities are planned for both the inside and outside. The learning environment is divided into a variety of different areas. These areas are carefully arranged to encourage quiet areas and more active areas within the learning environment.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation.

HOW TO HELP YOUR CHILD

Learning through Play

Children learn through their play. They will be provided with a wide range of activities and experiences which will develop their social, creative, physical, intellectual and mathematical skills and further develop their language and understanding. All children need time and space to explore and play freely and they will be greatly encouraged to make choices and plan their time in order to develop initiative and independence.

Writing and Counting

You can help your child to recognise their own name by using small script letters that the children will use when they learn to write in school. Children develop writing skills at different stages. They need to be physically ready to be able to manage the precise movements needed for number and letter formation. Activities that aid this eye and hand co-ordination consist of jigsaws, construction toys (e.g. Duplo, Lego), building bricks, bead threading and using malleable materials such as dough or clay.

Crayons, thick pencils and large brushes used on large paper – in the form of scribbling, drawing and pattern-making – are excellent for encouraging flow and movement.

Please encourage your child to mark make and value their pretend writing.

Counting in everyday life is important too. Touch the objects as you count (if possible) so that your child doesn't learn only by rote. Make it fun and relevant e.g. counting actions such as jumps or claps

Reading

You can also look at books with your child as often as possible (preferably every day). Show him/her how to hold a book correctly and point to the text, showing that the direction goes from left to right. Talk about the stories encouraging retelling in your child's own words. Look at the cover and discuss the illustrations.

Speaking and Listening

Encourage your child to listen carefully to stories, poems and instructions. Help them to talk freely using clear diction. Encourage your child to ask questions and respond to questions from you. Stress the importance of turn taking and working co-operatively with their friends.

You will receive a weekly newsletter to inform you of what the children will be learning the following week so you can support your child with their learning at home and talk to them about what they have been doing at school.

Appendix 1

Whole School Values

Be Kind, Grow Together, Learn Forever

Brookland Infant & Nursery School



Our Values



TOLERANCE



Golden Rules

We are gentle



We are kind and helpful



We listen



We are honest



We work hard



We look after property

















Appendix 3

Little Wandle Letters and Sounds Revised 2021: Grapheme Information Sheet.



















Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 i	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
 	 <p>wave</p>	Pucker your lips and keep them small as you say w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 <p>box</p>	Mouth open then push the es/x sound through as you close your mouth es es es (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 	 <p>yo-yo</p>	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
 	 <p>zebra</p>	Show me your teeth and buzz the z sound zzzzzz zzzzzz	Zip across, zag down and across the zebra.

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.