



**Parkwood
Academy**
A Primary and Nursery School for the Community

End of Year Expectations for Nursery



The following information is for you to know what the children learn in Nursery at Parkwood Academy and some ideas of how you can help your child's learning together with some fun activities you can do at home!

Learning at Nursery

Did you know?

Studies have shown that, 92% of a child's learning takes place at home and not in school so we know that you have already achieved a lot of valuable learning with your child before they even step foot in the school door.

Did you know?

92% of a child's learning takes place at home!

The emphasis of good nursery practice is in the doing, not the end result. All our activities have sound educational purposes behind them. Should your child present you with a piece of work which to your adult eye needs explanation, please value it and treat it with respect. Your child will have concentrated for a span of time to produce this effort. If you cannot see the learning in your child's work please ask a member of staff to explain – they will be delighted to tell you.

During the time your child is in nursery you should see marked changes in their ability to:

1. Make friends
2. Become more independent
3. Concentrate
4. Share
5. Listen
6. Help other children
7. Develop early reading, writing and number skills
8. Develop physical skills – both body movements and small manipulative abilities
9. Choose to undertake activities and complete tasks

We are here to provide many opportunities for your child to develop socially, emotionally, morally, intellectually, physically and spiritually.

At Parkwood Academy we follow the areas of Learning and Development identified in Development Matters in the Early Years Foundation Stage (EYFS). The areas are divided into 'Prime' and 'Specific'.

The '**Prime**' areas are fundamental throughout the EYFS, they run through and support learning in all other areas, 'Specific' areas include essential skills and knowledge.

Personal, Social and Emotional Development

This area of development is critical for children in every aspect of their lives. It enables them to succeed in all the other areas of learning. Experiences are provided which lead to the development of a positive sense of self, emotional well-being, respect for others and social competence. Children develop a sense of belonging in a secure environment where they can gain confidence and learn to be independent. They begin to identify different kinds of relationships with adults and other children. They begin to share, co-operate and make friends. Children learn best through interesting activities which they enjoy, can control and which offer success. In this way they remain motivated to carry on learning and respond positively to given and self-chosen challenges. A happy child is a happy learner.

Physical Development

Children are encouraged and supported to use a range of equipment safely, and exercise indoors and outside in order to develop gross motor skills. They gain confidence from improving their ability to climb, balance and move with control, and from learning games skills such as throwing and catching. From starting with finger painting on paper, children improve their fine motor skills by being exposed to a range of implements including simple tools and the computer keyboard and mouse. An assortment of toys and equipment have been chosen to help promote the acquisition of manual dexterity and control as well as hand-eye co-ordination. Children are encouraged to think about healthy lifestyles; they may prepare their own snack, and make healthy choices in relation to food.

Communication and Language

The main focus in this area of the curriculum is on the development of speaking, listening, attention and concentration. The adults in each classroom

respond to children's individual needs, encouraging vocabulary and fluency. Attention and listening improve as we play sound games using music and voice.

The '**specific**' areas of learning cover

Literacy

Through a range of play opportunities, children begin to see the need to write as a form of communication. They are then supported in the development of the skills required. Storytime provides us with a rich creative environment upon which to build an understanding of story structure and characterisation. Children are encouraged to share books and a love of stories, as well as using them as a resource to find out more about the world around them.

Mathematics

At Parkwood Academy we aim to give all children a wide variety of mathematical experiences. Through songs, stories, imaginative play, games, block building, sand, water, technology and art, they will use mathematical language and build mathematical concepts using them to solve practical problems. While playing indoors and outdoors children will become familiar with counting, sorting, matching, observing patterns, making connections, recognising relationships and working with numbers, shapes, space and measure. Through play, they will develop the confidence to experiment with ideas and apply their mathematical knowledge to everyday situations.

Understanding the World

Children will have opportunities to talk about past and present events in their own lives and in the lives of family members. They will learn to respect others, acknowledging and celebrating differences, and gaining knowledge of their own culture and those of others. Children will have opportunities to talk about the features of their own immediate environment and how environments vary from one another. They will begin to make observations of animals and plants and explain why some things occur, and talk about changes. Children will recognise that a range of technology is used in places such as homes and schools. They will be able to select and use technology for particular purposes e.g. using a camera to take a photo of a friend.

Expressive Arts and Design

At Parkwood Academy we encourage children to develop their creative and imaginative skills by providing opportunities to explore a wide range of materials and processes to stimulate their tactile and sensory responses. They are encouraged to represent their own ideas, thoughts and feelings through art, music, design and technology, dance, role-play and stories. We provide areas equipped to encourage children to explore colour, shape, texture and pattern; musical instruments, sounds and rhythm; imaginative role play through stories, songs and home experiences. We believe that all areas are inter-linked and depend on each other to support a rounded approach to child development. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities

Why is play important?

- Play is a vital tool for children to use to support their emotional, cognitive and physical development.
- Through play, children can use the skills they have already mastered to extend their knowledge and understanding of the world.
- Children feel comfortable and confident when they are playing and consequently feel able to experiment, take risks, question and explore.
- Through their exploration, children are making connections and building up ideas, concepts and skills.
- Through play children can gain a sense of achievement, thereby developing self-esteem.

British Values

Promoting British Values at Parkwood Academy

The fundamental British values, identified by the government in the 2011 Prevent Strategy, are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

The statutory framework of the EYFS (2014) outlines the expectation that Early Years settings will actively promote these fundamental British values and comply with the 'Prevent Duty' under the Counter Terrorism and Security Act 2015, aimed at preventing people from being drawn into terrorism.

At Parkwood Academy these values are reinforced regularly in the following ways:

Democracy:

Making decisions together (PSED, Self-confidence and self-awareness) Children are encouraged to voice their opinions and preferences. They are encouraged to develop enquiring minds where questions are valued. Active listening is modelled and encouraged. Their views are valued. When appropriate, opportunities are given to demonstrate democracy in action, e.g. when planning changes to the environment (indicating favourite places to play outside) and in choosing activities and stories.

Rule of Law:

Understanding that rules matter (PSED Managing feelings and behaviour) All adults model and talk about positive behaviour and acknowledge with specific praise whenever possible. Children are encouraged to recognise and talk about their feelings and those of others. Staff encourage children to think about how their behaviour impacts upon others. Children begin to understand boundaries and the importance of sharing and of accepting the needs of others. They begin to negotiate and empathise.

Individual Liberty:

Freedom for all (PSED Self-confidence and self-awareness, The World: People and Communities) Children develop a positive sense of themselves, e.g. through planned risk taking, talking about their learning through Learning Journeys and having their ideas and opinions valued. Staff seek to promote a

„growth mind-set“ to value effort over result, and thus promote self-esteem. Children feel safe in nursery. They are encouraged to make informed choices and to assert themselves in an appropriate way, e.g. by saying “Stop, I don’t like it.”

Mutual Respect and Tolerance:

Treat others as you would wish to be treated (PSED: Managing feelings and behaviour, Making relationships, and The World: People and Communities)
With a strong whole-school ethos of inclusion, all members of the school community are expected to treat others with respect. We celebrate different cultures, traditions and celebrations, e.g. through stories, music, songs and pictures. Staff challenge gender, cultural and racial stereotypes.

Ref: Prevent Duty Guidance 2015 for Early Years



Writing

The following are some ideas for how you can help your child to write at home

Activity 1 – shopping list

Go through your cupboards and fridge and call out different items that you need to buy from the shops, get your child to write the list

Activity 2 – write a sensory poem

At the park/cinema/in spring/

I see....

I hear....

I feel....

I touch....

I smell...

And so on.

Activity 3 – fun envelopes

Ask your children to write letters to family members or friends they cannot see at the moment and tell them you will post them. If you do not have any envelopes you could make some.

Remind them of tricky words, to use their phonics to sound out words, writing on top of the line, finger spaces, a capital letter for a name or beginning of a sentence and to finish with a full stop.

Activity 4 – decorating the alphabet

Give your child a letter from the alphabet to write down and see what they can turn it into, an animal, a car, a castle. Can they label their picture?

Activity 5 – role play

Ask your child to take your lunchtime order, can they write down everything you would like using their phonics knowledge. I would like... a hotdog, ketchup and

some crisps. Expect them make phonetically plausible attempts for example they may write sum crisps rather than some.

Activity 6 – book log

Ask the children to create and write a book log of their favourite story's you have shared and keep them in the file or book. What did you like about the story/ what didn't you like? Who was your favourite character? Rate it out of 3 stars, decorate it with drawings.

Activity 7 sorting initial sounds

Have 3 sounds in three separate piles s,t,p (for example) Can you write any 2 words that have that initial sound and put it in the correct pile? Sock, sand, soap, tap, toast, tin, pan, pizza, popcorn. Can you find something/object in your house that starts with that sound to add to your pile?

Activity 8 – draw a super hero

Ask the children to draw a super hero and label all of its powers and what he/she can do, what do they look like, who will they save? Can you write a story to show/tell your teacher or a family member?

Fine Motor development is a skill you need to be able to control and build strength in the small muscles in the hands and fingers. These aid coordination between what you see and what you do. Without fine motor skills your child will not be able to write or hold objects using the correct grip.

Activity 1 – tweezer fun

Empty an egg carton – (pom poms, tweezers) get your child to pick up the pom poms 1 by 1 using the tweezers and place them in an egg compartment. You can challenge your children by writing numbers on the carton to match the amount placed there.

Activity 2- play dough

Play dough if you won't have any it's easy to make very versatile!

2 cups of flour, 2 tablespoons of vegetable oil/coconut oil/baby oil, ½ cup salt, 1 cup of boiling water, 2 tablespoons cream of tartar (will still work without), paint or food colouring and glitter (optional).

- You can add loose parts to the dough to make things with it such as pasta, buttons, shells, pebbles, candles.
- You can create tracing tools with paper so your child can mould and twist the dough to a letter or number shape.
- You can find printable play dough mats online so your children can make faces or other ideas.

Activity 3 – create a collage

Cut out pictures from a catalogue/magazine/or drawings and stick them all together.

Activity 4 - threading

- Beads on pipe cleaners/string/ribbons
- Pasta necklaces
- Spaghetti pasta and beads
- A collider with straws/pipe cleaners

Activity 5 – sensory writing

- Baking tray with a thin layer of salt, sand, glitter, sieved flour and the back of a pencil, fork, spoon, paintbrush, finger or stick to practice writing letters, words or letter shapes

Activity 6 – complete a puzzle

Jigsaw puzzles are an excellent way to promote fine motor skills.

Activity 7 – bottle lids activity

Collect some bottle lids of different colours, make some small slots in a box and colour around them in different colours. Your child is to match the correct colour to the bottle lid. Can extend with amounts in each and you can check after.

Activity 8 – painting with cotton buds

You can make paint with yoghurt and food colouring temporarily.

Activity 9 – weaving

Cut different coloured card into strips and demonstrate how to thread the paper under, over and under again through the slits. Or use trellis in the garden and ribbon.

Activity 10 - elastic bands

Wrap elastic bands around a pine cone to create an elastic band ball

Activity 11 – loose part shapes

Draw some zig zags/spirals/letters/numbers on paper. Use loose parts pasta, rice, buttons, stones, stickers anything and place on top. Then can be reused again and again. Extend by using tweezers/pegs.

Fun Number and Counting Activities:

Key Vocabulary: more, less, the same, fewer, many, number, count, estimate, order, recognise.



Fun Shape Activities: Key vocabulary: corner, side, round, straight, Curved, point, shape names

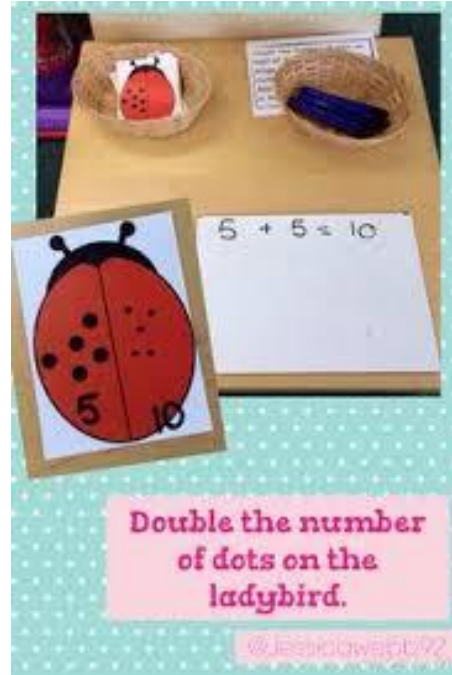
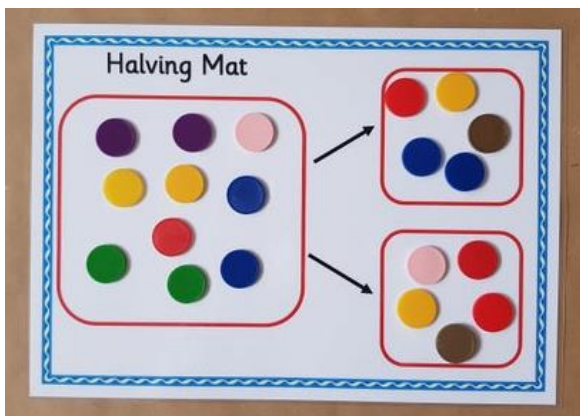


names

Fun Problem Solving Activities



Number bonds to 10 with flowers



Double the number of dots on the ladybird.

@Jessicawebb92

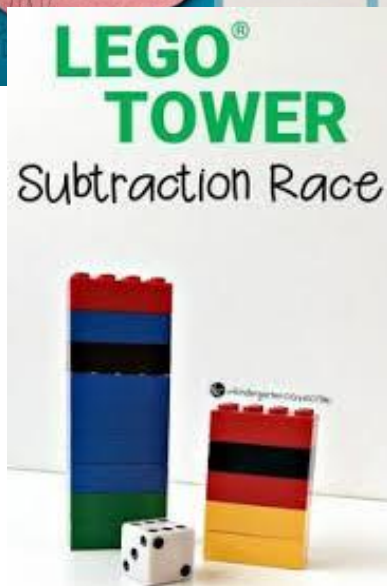
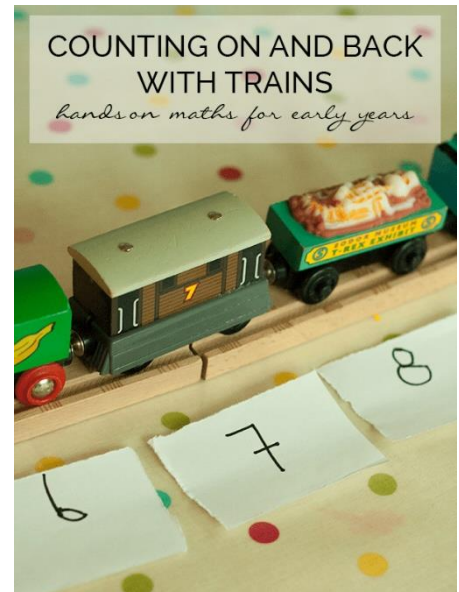


Sharing the food out between caterpillars.

Jessicawebb92

Fun Addition and Subtraction Activities:

Key Vocabulary: more, less, the same, fewer, many, add, total, take away, subtract, count, number, forwards, backwards.



Fun Size Activities:

Key Vocabulary- big, small, medium, middle sized, biggest, smallest, bigger, smaller, little, compare, order.

