

Pegasus Academy Trust

Nursery curriculum meeting

What will your child be learning?

- The Early Years Foundation Stage Curriculum
- Characteristics of Effective Learning
- Prime and Specific Areas
- Learning through play (children **WILL** get messy – this is a positive thing!)
- Importance of outside play

Characteristics of effective teaching and learning

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 enjoying achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Areas of Learning

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

Nursery Overview:

Autumn 1 29 Sep – 27 Oct	Autumn 2 27 Nov – 27 Dec	Spring 1 28 Jan – 27 Feb
If You're Happy and You Know It 	I Can See a Rainbow 	Run, Run as Fast as You Can! 
Spring 2 27 Feb – 27 Mar	Summer 1 27 Apr – 26 May	Summer 2 26 June – 26 July
Round and Round the Garden 	The Wheels on the Bus 	Row, Row, Row Your Boat 

<https://www.pegasusacademytrust.org/curriculum>





Preparing for nursery every day

- Arrive on time
- Come to nursery every day unless unwell e.g. vomiting. A small cold can be managed in school
- ROUTINES – importance of getting children familiar with what comes next...predictable routines so they feel safe
- Pack spare clothes in case of accidents
- Always bring a coat

Develops hand-eye co-ordination	Physical Development	Builds fine-motor skills
Teaches about sequencing and patterns	Improves body control, posture, balance and co-ordination	Explores colour, shape and texture in two and three dimensions
Mathematical Development	Offers opportunities for counting, measuring and sorting	Use of different media and material fosters imagination
Develops the concepts of size and shape		Creative Development
Encourages representational play and story-telling		Focus on process over product enables individual interpretations
Knowledge and Understanding of The World	Enables risk-taking and experimenting in a safe environment	Provides exposure to a rich and varied vocabulary
Teaches cause and effect	Fosters children's natural curiosities	Communication, Language and Literacy
	Personal, Social and Emotional Development	Provides opportunities for mark-making
	Encourages a positive attitude to new experiences	Builds independence through choice

The Many Benefits of Messy Play

Sorry I got messy today but...



Little Wandle Foundations

Our setting has chosen to use the **Little Wandle Foundations for Phonics** programme to give every child the best possible start to their reading journey. We build the foundations for children to succeed with phonics in Reception. We do this using Little Wandle's **Tuning into sounds** and **Rhyme time** activities.


What is Phonics and phonological awareness?


Phonics is:
making connections between the sounds (phonemes) of our spoken words and the letters that are used to write them down.


Phonological awareness is:
being able to focus on the sounds in language, not just the meaning.

- At first, when babies hear us talking, they only hear a stream of sound.
- However, they quickly learn to focus on the meaning of what they hear.
- To get children ready to read, we need to take their focus back to the sound.


Phonological awareness


Listening games 


Songs and rhymes 

Hearing syllables 

Phonemic awareness

Initial sounds
 bus

Alliteration
 big bus

Oral blending
 b-u-s

Example of some activities-

Songs and rhymes

In our setting, we:

- sing rhymes regularly
- leave gaps at the end of the line for children to complete the rhyme, for example, 'Hickory dickory dock, the mouse ran up the _____.'

At home, you can:

- read lots of rhymes and sing songs
- pause for your child to complete the rhyme
- make up silly rhymes, for example, 'Get your coat, you little goat! So we can leave the house, little mouse!'

Alliteration

In our setting, we:

- play alliteration games
- use alliteration when we can, for example, 'Would you like to play with the big bus or the long lorry?'

At home, you can:

- try singing a nursery rhyme but change the words so they all start with the same sound, for example, 'Binkle, binkle, little bus, howdy bunder bus too busy!'

Oral blending

In our setting, we:

- play lots of oral blending games, for example, 'Can you touch your...?'
- oral blend words throughout the day, for example, 'Everyone put on your c-o-g!'

At home, you can:

- try sound-talking different words, for example, 'Can you brush your t-e-e-th?'

Top Tips for Talking

- Make talking fun!
- Listen more than you talk
- Follow your child's lead
- Don't ask too many questions
- Take turns to talk and listen
- Slow down your talking
- Give your child time to respond
- Use simple language
- Talk about what your child is doing

Top tips to help with reading

- Choose a quiet time
- Make reading enjoyable
- Regular sharing of books
- Talk about the books
- Stick to what they know/like
- Be positive and encouraging
- Start with your child's interests

How will we know what our children do at school?

- Ask your child
- Daily contact with staff
- Parents' meetings
- Newsletters
- Website
- Studybugs

How you help at home

- Model good speaking and listening skills. Talk to your child all the time!
- Read to your child every day
- Let your child see you writing for a purpose
- Encourage large scale movements
- Point out numbers of personal significance
- Talk about the print you see in the environment
- Look for examples of shapes in the environment
- Talk about getting along and playing with others
- Encourage independence when dressing and undressing
- Limit the amount of screen time
- Reasonable and set bed times

Getting ready for reception

- Recognising their name
- Copying their name
- Writing their name independently
- Rote count to 5
- Recognise numerals to 5
- Safely use one handed tools such as scissors to make snips in paper
- Foundations of phonics

