



# Nursery Curriculum Meeting for Parents and Carers

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Spring 1  
Key Information and Dates



# Who is working in Nursery?

## Assistant Headteacher

Ms S Reay

## Year Group Leader

Mrs R Plauskaite

## Nursery Teachers

Mrs R Plauskaite

Ms B Willson

## Nursery Nurses

Ms S Neale

Mrs S Dhadwar

Mrs K Hannaford

Mrs S Sikdaka

## Classroom Practitioners

Mrs R Ahmed

Mrs Y Begum

## Teaching Assisstant

Mrs A Ohayon



# A Typical Day



## Mornings

- 8:45 - 9:00 Self-registration and settling
- 9:00 - 9:30 Learning through continuous provision
- 9:30 - 9:45 Carpet Session
- 9:45 - 11:00 Independent learning/focus activities indoors and outdoors
- 11:00 - 11:15 Tidy up
- 11:15 - 11:30 Carpet session
- 11:30 - 11:40 Get ready for home time/lunch
- 11:40- 11:45 Gates open for home time (AM children go home)
- 11:40-12:30 Lunch time (Full time children) /Quiet Play

## Afternoons

- 12:30 - 12:45 Self-registration and settling/ Quiet play for full time children
- 12:45 - 13:15 Learning through continuous provision
- 13:15 - 13:30 Carpet Session
- 13:30 - 14:45 Independent learning/focus activities indoors and outdoors
- 14:45 - 15:00 Tidy up
- 15:00 - 15:15 Carpet Session
- 15:15 - 15:25 Get ready for home time
- 15:25 - 15:30 Gates open for home time

# Library



Antigua (full time) - Monday & Tuesday

Antigua AM - Tuesday

Antigua PM - Monday

Cuba - Friday

# PE



Antigua (full time) - Tuesday & Thursday

Antigua AM - Thursday

Antigua PM - Tuesday

Cuba - Thursday



# PPA Teachers

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Mrs Patel



Mr Gillingham



Ms Valverde



Mr Kai





# Spring 1 Theme: Imagination and Make Believe

## Big Question: Where can our imagination take us?



### Rights Respecting Schools

Children's rights are learned, taught, practised, respected, protected and promoted.



### Personal Development

SMSC - spiritual, moral, social and cultural development.



### Fundamental British Values

Democracy, individual liberty, rule of law, mutual respect and tolerance of different faiths and beliefs.



# Nursery Spring 1 Curriculum

The Nursery curriculum is adaptable. Topics/key texts might change according to children's interests, needs and their development.

## Potential Themes/ Interests of children

Winter

Superheroes

Celebrations

## Possible Celebrations & Experiences

Story Telling Session

Cooking sessions

Lunar New Year/Dragon's Parade



Areas of Learning and Development			
Prime Areas			
Communication and Language	Personal, Social and Emotional Development	Physical Development	
Listening, Attention and Understanding Speaking	Self-Regulation Managing Self Building Relationships	Gross Motor Skills Fine Motor Skills	
Specific Areas			
Literacy	Mathematics	Understanding the World	Expressive art and Design
Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People culture and Communities The Natural World	Creating with materials Being Imaginative and Expressive





# Communication and Language

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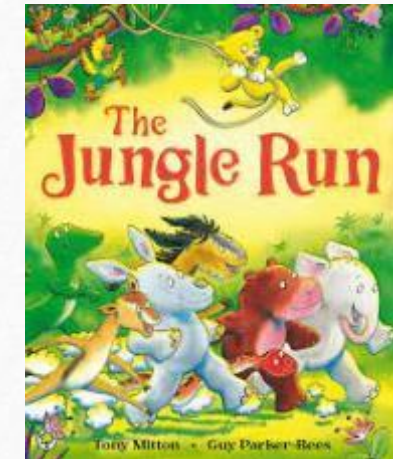
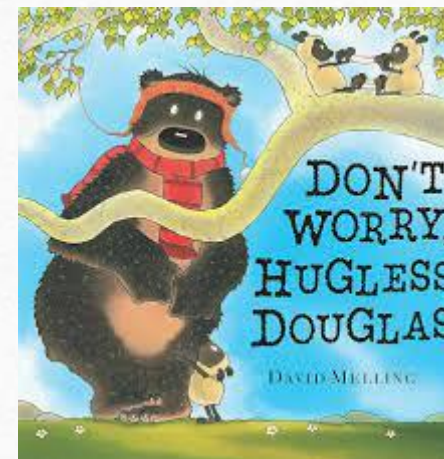
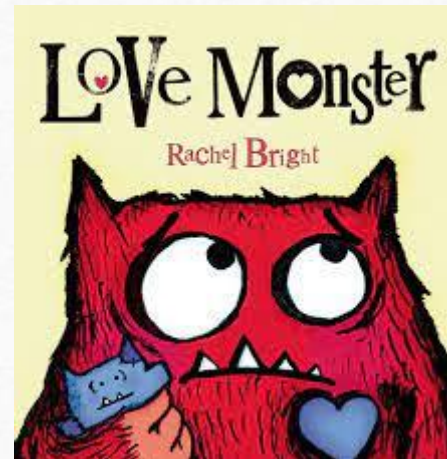


Children will develop listening skills, through learning rhymes and listening to longer stories. They will be encouraged to re-tell stories using props, small world and role-play. There will be opportunities for children to talk about what they see and observe when engaging in topic related activities and experiments.

# Personal, Social, Emotional Development



PSHE  
Dreams and Goals



We will be continuing to talk about the importance of sharing the feelings and emotions of ourselves and others, looking at ways to express them.

Through adult modelling and guidance, the children will learn how to look after their bodies, including healthy eating.



# Physical Development

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This half term we will be focusing on climbing and balancing on different equipment. Children will develop their fine motor skills and be encouraged to show a preference for a dominant hand. They will have lots of opportunities to practice name writing and forming letters from their name, whilst practicing their pencil grip.



# Literacy



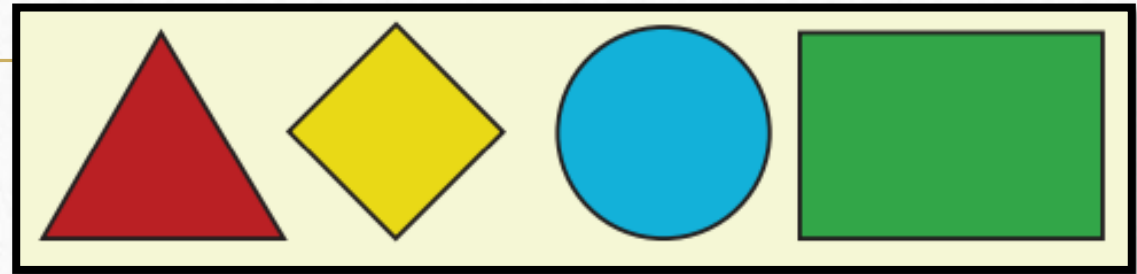
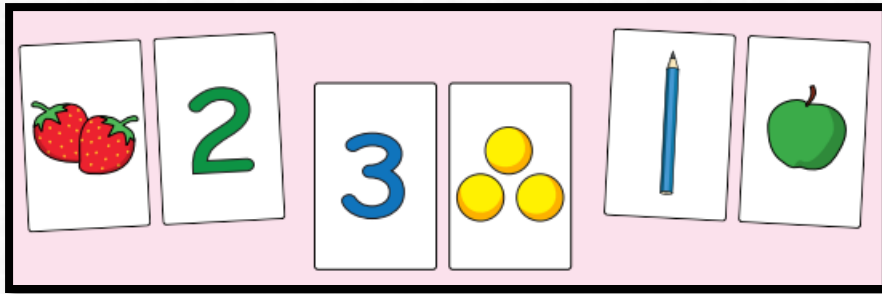
Children will be joining in with rhymes and repeated refrains. They will be encouraged to talk about familiar books, think about what might happen next and talk about their favourite part of the story. They will be developing their ability to write through mark-making activities.

We will use lots and lots of oral Fred Talk in Nursery. This is where we say words in sounds and encourage children to work out what is being said. For example, 'Can you get your c-oa-t (coat)'. Fred the frog can only talk in sounds and they have to work out the words he is saying.

Before teaching the first 30 sounds explicitly we look at the Read, Write, Inc freeze chart and learn about the pictures and what we can see in them. We emphasize the sound at the start of the picture. For example, mmmmmmm mountain!



# Maths



- Children will explore different representations of 1, 2 and 3. Children will learn to confidently say the number names 'one', 'two' and 'three' out loud. Once they can do this, they will match the verbal number names to numerals and quantities. We will encourage children to count to three using objects in different arrangements by touching each object as they count.
- Children will focus on the different shapes all around us and will go on a shape hunt. We will also use shapes for printing, sorting, naming and making pictures and patterns.





# Understanding the World

RE using the 2022 Newham Agreed Syllabus

RE-related activities focus on three themes:

- ❖ celebrating special times
- ❖ aspects of identity and relationships
- ❖ stories and what they tell us

This half term we will be exploring 'How do people celebrate Lunar New Year?'

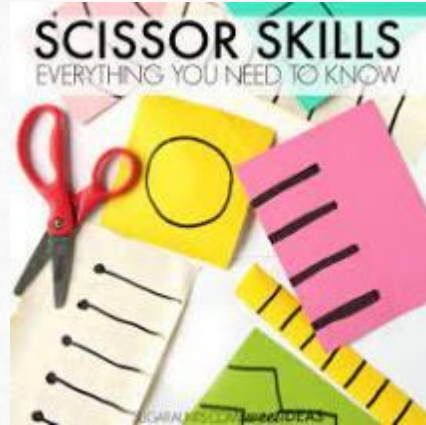


We will be exploring changes in the weather, looking for signs of change in the environment such as trees and wildlife. Children will be developing an understanding of what is happening and the changes that occur during melting and freezing. We will be learning how people around the world celebrate Lunar new year. We will also be planning, designing and building a dragon which will lead onto learning how to perform the dragon dance.





# Expressive Arts & Design



Children will continue to practice previous skills of cutting, painting, printing and sticking. They will begin to learn the new skill of cutting with a purpose in mind and using tape to stick. They will have lots of opportunities to take part in simple role play, and be encouraged to develop complex stories using small world toys.



# Key Dates for Spring 1

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- **18<sup>th</sup> January (TBC)-** Story Telling session
- **Thursday 25<sup>th</sup> January 9.00am-10.00am & 2pm-3pm** - Parents Workshop 'How we teach reading and writing in Nursery'.
- **Wednesday 7<sup>th</sup> February 10am-** Dragon Dance Parade in our local park.
- **8<sup>th</sup> February** - Parents' Learning Reviews (parents' evening)





# Behaviour & Expectations

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- Punctuality and attendance are crucial for both academic and social development.
- **Safeguarding:** Please do let the teacher know if your child has had an accident or has a mark or bruise. Please do not be offended when we ask about them.
- We expect pupils to make the most of their time in nursery- focus and attention are key (and we ensure the lessons are enjoyable and memorable).
- Please download the **MyEd App**. If you have concerns about attendance, please speak to Mrs Fordham or Mrs Tshuma.





# Supporting Pupils at Home

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- Speak to your child about the things they are doing at nursery.
- Share stories and make some of your own up too!
- Join your child in their play, build together, laugh together, sing and dance
- Cook together.
- Get your child to help you with preparing for meal times, counting cutlery or cups.
- Go for a walk and look for treasure (feathers, stones, puddles, grass, cats... anything that you love!)
- Talk about their emotions and how they are feeling at different times (happy, sad, angry, confused etc).



# Behaviour

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We promote the development of a sense of right and wrong by teaching your child the appropriate way to act and discouraging unacceptable behaviour. Sometimes it is necessary to help children understand their own boundaries in certain situations, explaining why we do not accept certain behaviours. We believe that all children have a right to feel valued, respected, and safe. For this to happen in practice, we have a responsibility to behave in ways that enable all of us to feel free to explore and learn without fear of being hindered or hurt.

Young children usually misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways.



# Behaviour



- Emotional check-in board provide a way for pupils to share any concerns or worries they have with their teacher.





# Working Together

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- The children make the best progress when there is a partnership between home and school, so...
  - Please support and reinforce the school's rules and expectations (behaviour, attitude etc.).
  - Do communicate any worries, queries, questions or concerns you might have - we want to help! First of all, please speak to your child's class teacher, then the year group leader and then a senior leader.
  - Email [info@brampton.newham.sch.uk](mailto:info@brampton.newham.sch.uk) or see a member of the senior leadership team.



# Home Learning



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- **Reading:** The children will continue to take home story books and library books each week. We encourage families to read with their child every day and make a comment in their Reading Record once a week.
  - Your child also has access to Oxford Reading Buddy where they can access a variety of online story books. You can find their login details in the back of their Reading Record.
  - In addition, you could use the oxford owl website which has a number of free e-readers you could share together: <https://www.oxfordowl.co.uk/>
  - Phonics, maths and other home learning tasks are uploaded to Tapestry each week.



# Volunteers

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We are looking for parents and carers to volunteer to accompany classes on their educational visits.

We would like to create a bank of people who can be called on to support the school in ensuring all children are able to attend at least one educational visit each half term.

Parents and carers who are interested would be asked to complete a DBS as part of our safeguarding policy.





# Any Questions?

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