

Welcome to:

**The Nursery
Curriculum Workshop
Prime Areas
28th September 2017**



Reminders



Timings:

NAM 8:45-11:45 am

NPM 12:30 - 3:30 pm

Please ensure there is no food in school bags. Water bottles are not needed.

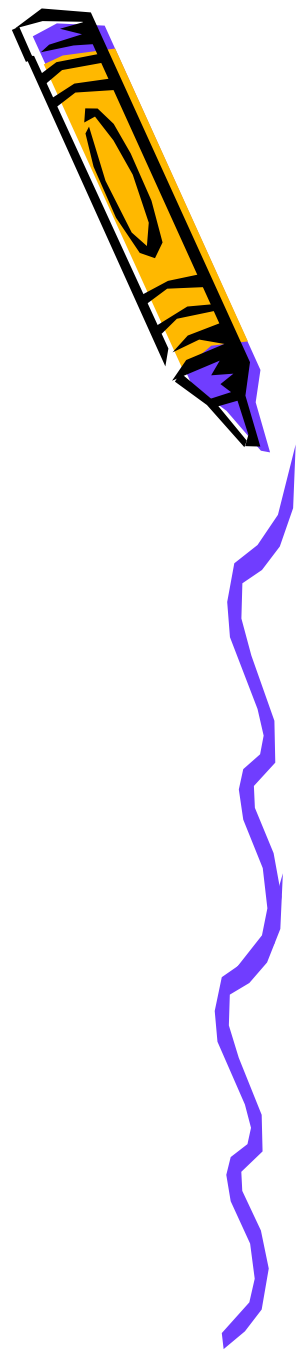
Please check for correct uniform. Black waterproof shoes (no plimsolls), a warm waterproof coat with hood, gloves and hat. All items should be labelled.

All children need a labelled bag with spare clothes.





Book Bags



Starting from Monday 2nd October

Only bring in your child's labelled book bag on their book bag day.

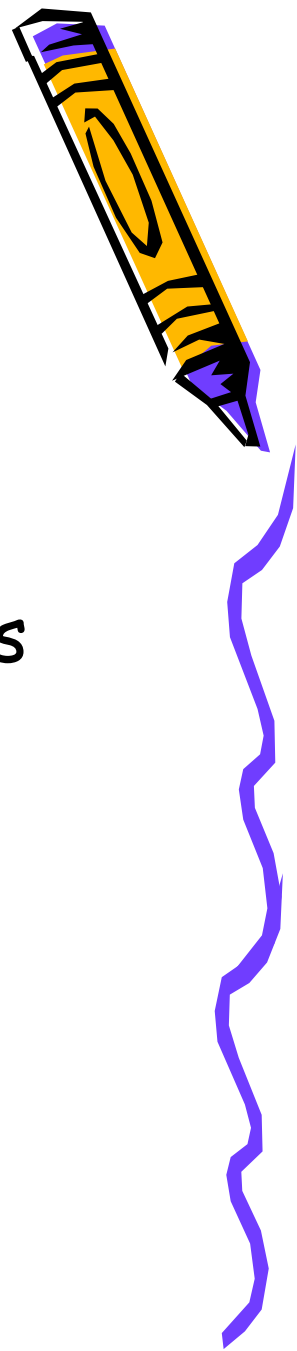
List on the parent's notice board on Friday.

Please share the book with your child and write a comment in their reading record book (keep this in the bag)

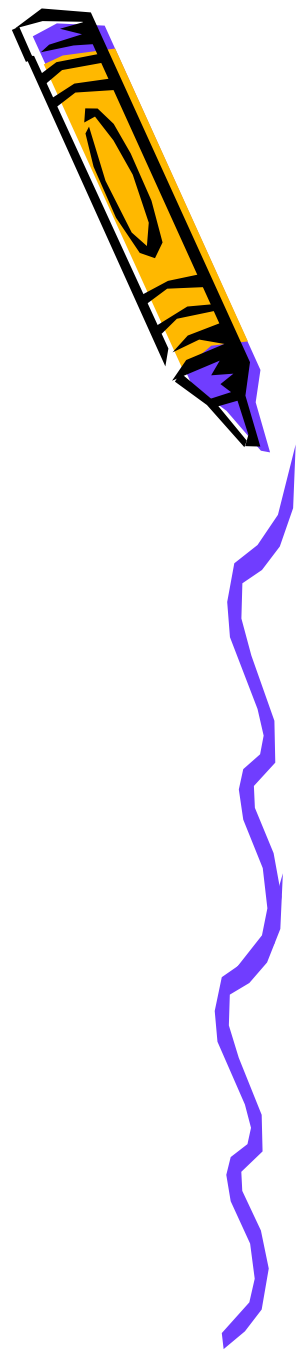


Aims of the session

1. Begin to understand the Early Years Curriculum (EYFS)
2. Be able to name all three prime areas of learning
3. Gain some ideas on how to support your child at home



Early Years Foundation Stage Curriculum




Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



Birth to 5 years old



Themes



Theme: A Unique Child

Principle : Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Theme: Positive Relationships

Principle: Children learn to be strong and independent through positive relationships.

Theme: Enabling Environments

Principle: Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is strong partnership between practitioners, parents and carers.

Theme: Learning and Development

Principle: Children develop and learn in different ways. The framework covers the education and care of all children in the early years provision, including children with special educational needs and disabilities.



The characteristics of effective learning

How children learn

- Playing and Exploring
- Active learning
- Creating and thinking critically



Playing and Exploring:

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning:

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically:

- Having their own ideas
- Making links
- Choosing ways to do things



Teaching in the Nursery

We provide:

- Planned, purposeful play
- A balance of adult-led and child-initiated activities
- An enabling environment, based on the children's interests
- Lots of engaging activities



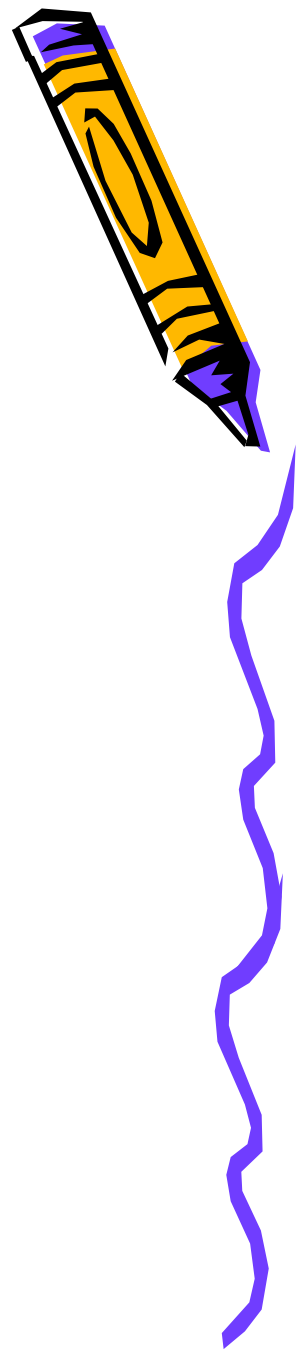
The areas of learning

3 Prime areas:

- Personal, social and emotional development
- Physical development
- Communication and language

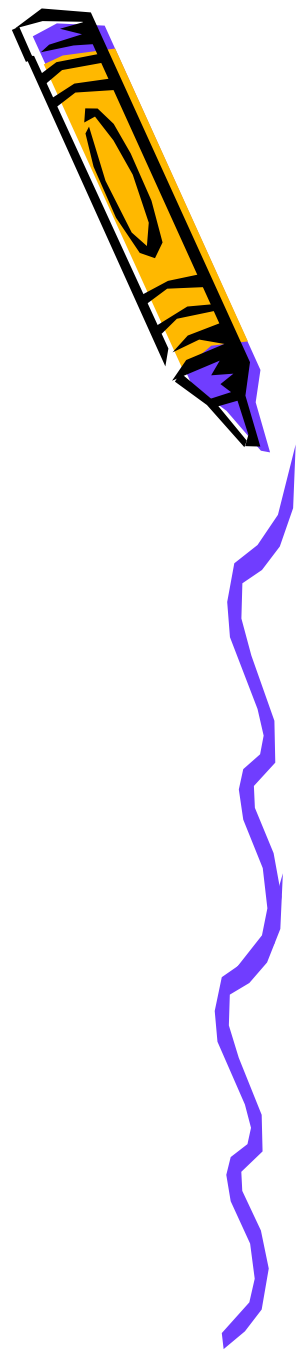
4 Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design



Personal, Social and Emotional Development

- Self-confidence and self-awareness
- Managing feelings and behaviour
- Making relationships



Activities

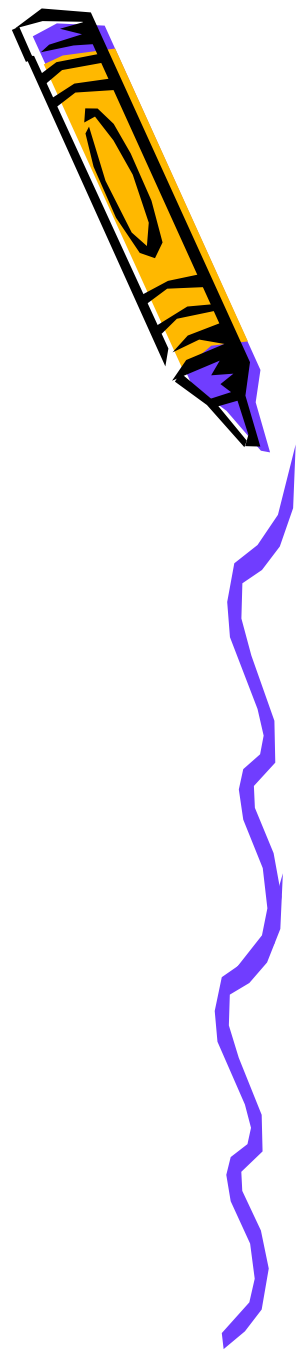


- Helping out with little jobs
- Encourage your child to talk to you about what they are doing
- Meeting/visiting friends
- Sharing/turn taking games
- Group activities-working together to make something, talking in a group
- Books to discuss feelings
- Sing songs about the body
- Time to speak, to be alone and daydream

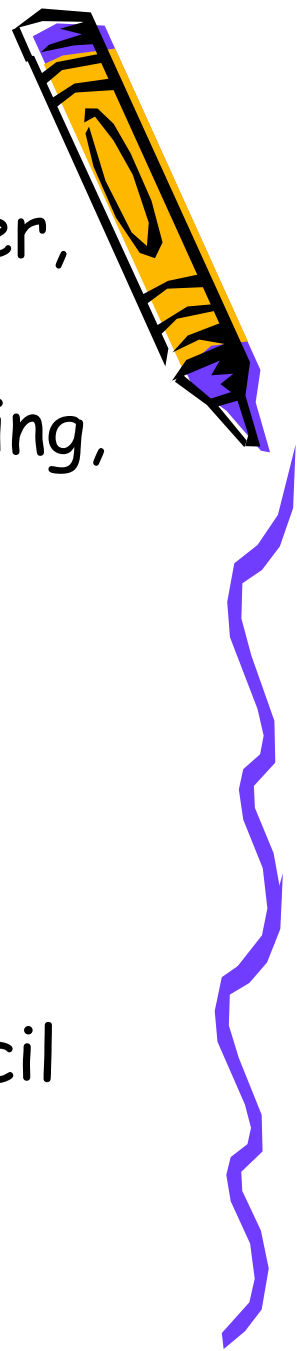


Physical Development

- Moving (gross motor skills)
and handling (fine motor skills)
- Health and self-care



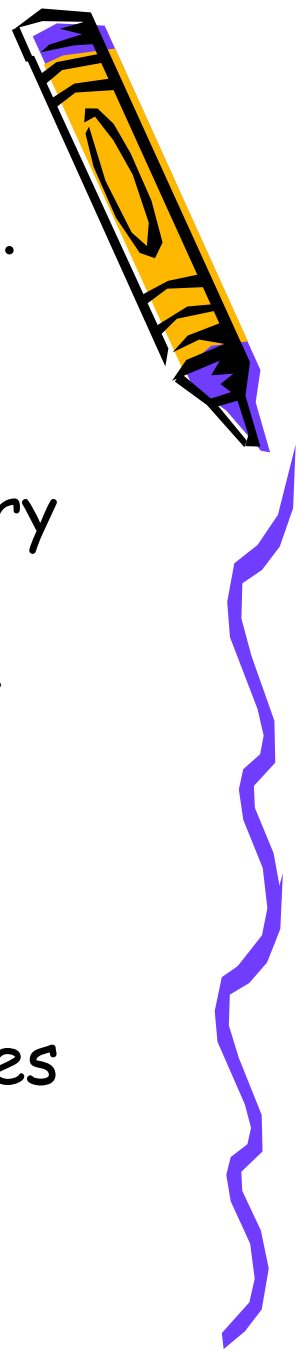
Activities



- Outside gross motor skills- bike, scooter, slide, swing etc
- Park visits and soft play-climbing, jumping, kicking a ball
- Throwing and catching balls, bean bags
- Manipulating play dough
- Mark making-chalk, crayons, pencils
- Dancing
- Fine motor skills- cutting, sticking, pencil control, threading reels, sewing



Activities

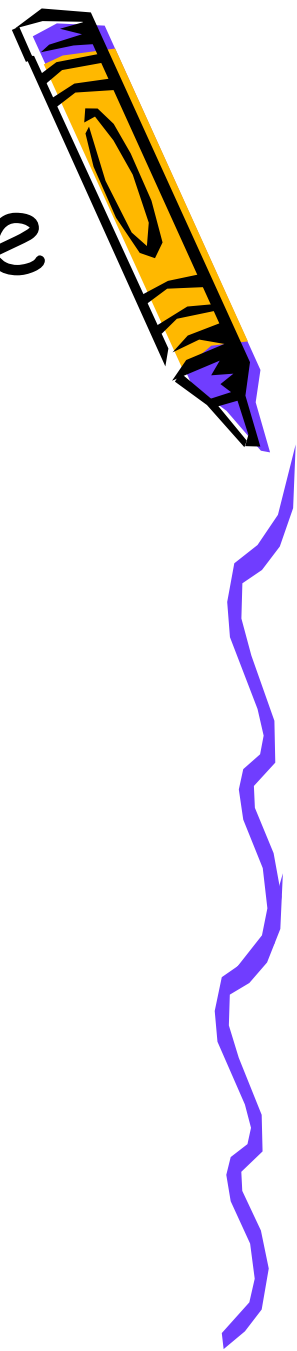


- Encouraging them to dress themselves, e.g. Wearing their own coat, zip, shoes etc
- Wearing a coat, hat, gloves if they're cold
- Using the toilet independently and being dry most of the time
- Washing their hands and drying-talk about germs. *Why do we need to wash hands?*
- Talking about eating a healthy diet and exercise
- Thinking about what happens to their bodies during exercise

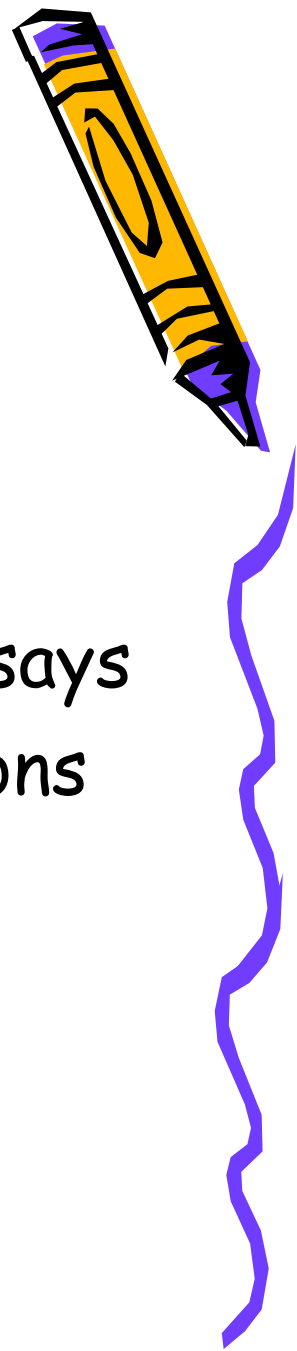


Communication and language

- Listening and Attention
- Understanding
- Speaking



Activities



- Library visits-books, comics
- Storytelling with props, actions
- Singing and rhymes (rhyme book)
- CDs-music, stories, Cbeebies
- Listening games-listening walks, Simon says
- Helping with jobs-listening to instructions
- I Spy (colours, positional language)
- Where is teddy?
- Introducing new words all the time

