

Meet the Teacher – Nursery 2024.

Mrs Kirby and Miss Davies

Meet the Team

Nursery Staff:

Mrs Kirby - Class Teacher

Miss Davies - Early Years
Practitioner

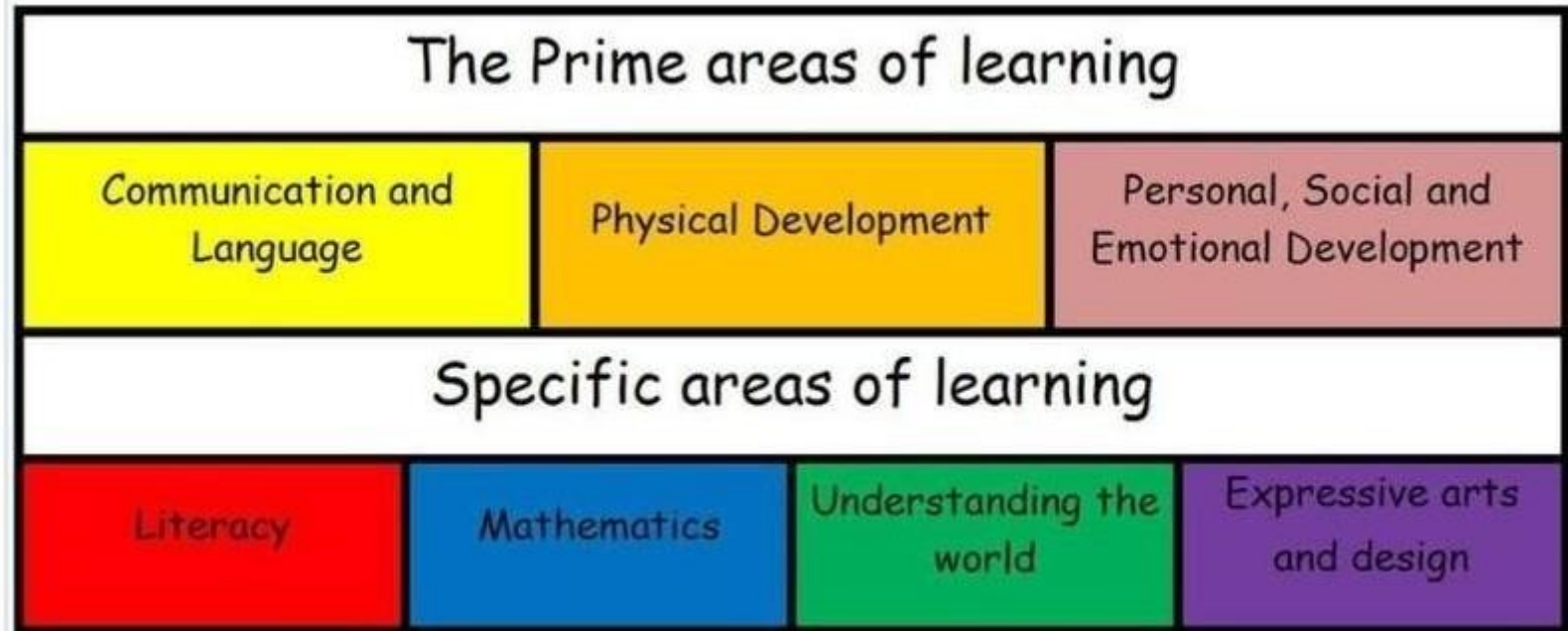
The Nursery Timetable

St Mary's C of E Primary School Nursery Timetable

Timings	Monday	Tuesday	Wednesday	Thursday	Friday				
8.45	Toileting, Hand Washing, Self-Registration, Child Initiated Learning								
9.20	Circle Time-Welcome, Phonics and Maths session (counting and rhymes) Adult Input								
9.30	Get Ready for Forest Session	Child Initiated Learning Indoor & Outdoor & Snack (small group)  Adult Input							
9.40	Forest Session Child Initiated Learning & Snack								
10.00 (snack)	 Adult Input								
		 Adult Input		 Friday-Library books					
11.15	Tidy Up								
11.30	Circle Time-Adult Input Daily Story								
11.35	Goodbye Song & Prayer Toilet & Wash Hands or Coats & Book Bags								
11.45	Lunch Club or Home Time								

Timetable is flexible and may change at any point during the day to ensure the needs of the children are met.

The EYFS Curriculum.



Communication and Language.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Physical Development

Physical Development

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
 - Go up steps and stairs, or climb up apparatus, using alternate feet.
 - Skip, hop, stand on one leg and hold a pose for a game like musical statues.
 - Use large-muscle movements to wave flags and streamers, paint and make marks.
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- Start taking part in some group activities which they make up for themselves, or in teams.
 - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
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- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
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- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
 - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
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- Use one-handed tools and equipment, for example, making snips in paper with scissors.
 - Use a comfortable grip with good control when holding pens and pencils.
 - Show a preference for a dominant hand.
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- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Personal, Social and Emotional Development.

Personal, Social and Emotional Development

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

Literacy

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Numeracy

Number

- Count 10 objects by saying one number for each object
- Recognise numbers to 10
- Show interest in numbers around them. e.g. door numbers, street signs
- Match numerals to different amounts of objects. e.g. number 5 = 5 cubes
- Compare groups of objects, saying when they have the same number, more or less

Shape

- Recognise and name simple 2D shapes such as triangle, circle, square and rectangle
- Talk about objects being big/small, full/empty
- Make patterns e.g. square, triangle, circle, square, triangle, circle
- Describe shapes in the environment using words such as 'big', 'round', 'tall' etc.
- Talk about the position of an object using words such as 'behind', 'next to', 'in front of' etc.

Understanding the world

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

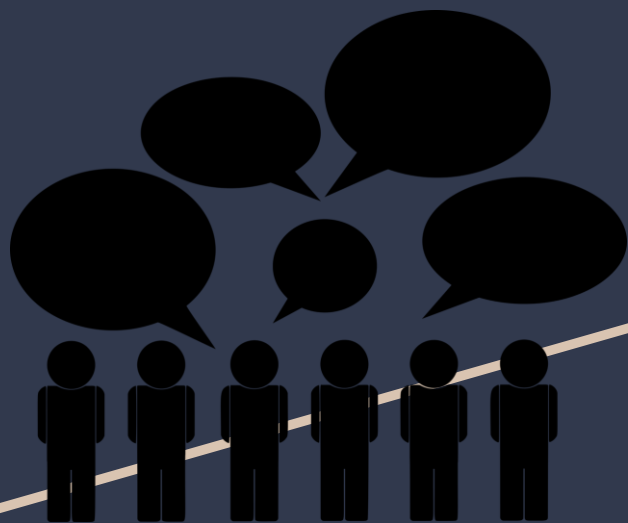
Expressive Arts and Design

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Key Dates

- School Association Meeting - Thursday 19th September
- Harvest Festival at the Church - Wednesday 2nd October at 9:10am
- Children's individual photos - Thursday 3rd October
- Parents' Evening - Wednesday 23rd October, times to be confirmed.
- End of Term - Friday 25th October
- Odd socks day - Tuesday 12th November
- Occasional day - Monday 2nd December
- End of Term - 20th December

Communication



Class email:

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School office email:

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Pre-school email:

stmaryspreschool.northchurch@gmail.com