



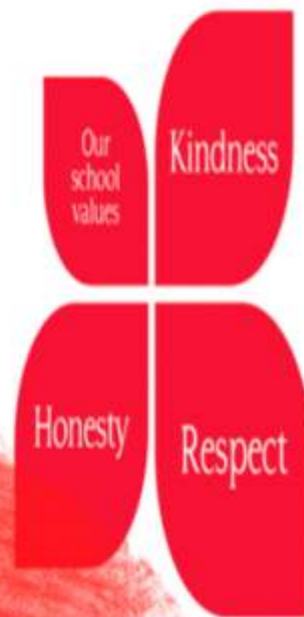
# Welcome to Nursery



At Western, we aim to develop kind,  
ambitious, curious, confident and  
successful young people who are  
excited about their futures.



**OUR SCHOOL  
VISION**



# 6 CHARACTERISTICS OF AN EFFECTIVE LEARNER

1

Ambitious

2

Collaborative

3

Curious

4

Reflective

5

Resilient

6

Resourceful

# Our Staff

Purple Room



Miss Taylor  
Nursery Teacher  
(Mon & Tues)



Miss Harker  
Nursery Teacher  
(Wed, Thurs & Fri)



Miss Weilding  
Teaching  
Assistant



Mrs Walker  
Teaching  
Assistant  
(Mon & Tues)



Miss Winter  
Teaching  
Assistant/HLTA  
(Wed, Thurs & Fri)



Miss Ellis  
RKTT  
Student

Green Room



Miss Thompson  
Room Leader



Miss Hardwick  
Teaching  
Assistant



Miss Kelly  
Teaching  
Assistant



Mrs Marjan  
Teaching  
Assistant



Mr Martineau  
Teaching  
Assistant

Turquoise Room



Mrs Sutton  
Room Leader



Mrs Galton  
Teaching Assistant



Mrs Voakes  
Teaching Assistant



Mrs Robinson  
Teaching Assistant





Mr Fraser-Smith  
**SENCO**

## Inclusion Manager

At Western, we take a whole-school approach to Inclusion. *Every* member of staff is an essential part of the Inclusion Team.



For children who may need extra provision to support their development, the following is available:

- Learning Support
- Literacy interventions
- Maths interventions
- Reading Intervention/ Accelerated Reading
- Pre-teach and Catch up lessons
- SALT- Speech, Language and Social communication
- Anxiety Interventions
- Quiet Room for 1:1 pastoral care
- Family support work
- 1:1 emotion and well-being mentoring
- Attendance support



SPECIAL EDUCATIONAL  
NEEDS AND INCLUSION

At Western, we understand that all children are individuals and that they learn in different ways. We believe in being proactive and seek to identify any learning difficulties children may have as early as possible.



**Mrs Coverdale**  
**Emotion and Wellbeing Mentor**



**Mrs Byrne**  
**Emotion and Communication Coach**



**Mrs Bland**  
**Family Support Worker**



**Mrs Coxon**  
**Emotion and Wellbeing Mentor**

## KS1 Learning Support Team



**Mrs Coghlan**  
**Inclusion Team**



**Mrs Hughes**  
**Inclusion Team**

## MEET THE TEAM



### The Junction

Supporting you to SUCCESS through ...

School & Learning Support

Emotional Wellbeing

Friendship Guidance & Restorative Approaches

Staying Safe

Home-School Links



## Safeguarding culture at Western

The safety and wellbeing of our pupils is always the number one priority for everyone working at Western.  
*There is a whole school approach to safeguarding which underpins all aspects of school life.*

Staff take part in regular safeguarding training and our comprehensive Safeguarding policy is available for parents and carers on our website.

Mr Broad is our **Designated Safeguarding Lead** and is supported by four deputy DSLs.

DSL



Mr Broad  
Headteacher

Deputy DSL



Mrs Magill  
Reception

Deputy DSL



Mr Fraser-Smith  
The Junction

Deputy DSL



Mrs Bland  
The Junction

Deputy DSL



Miss Thompson  
Nursery & The Hive



# New EYFS September 2021

## 3 Prime areas

PSED (Personal, Social & Emotional Development)

C&L (Communication and Language)

PD (Physical Development)

## Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

\* When your child is 2 years old, a development check will take place with key members of staff. This will be shared with you.





## Personal, Social and Emotional Development

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- Feel strong enough to express a range of emotions.
- Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
- Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
- Learn to use the toilet with help, and then independently.

## 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.

# PSED (Personal, Social & Emotional Development)

- Manners
- Sharing
- Waiting
- Emotional regulation
- Understanding feelings
- Playing with others
- Being independent



## Being independent



You can help your child get ready for nursery and school by helping them learn to put on their coats.

We use two really easy ways to teach your child this skill - the 'superhero method' and the 'flip method'.

Nursery and school staff will always help children with tricky fastenings but it is important children learn to try.

Please ensure your child recognises their own coat too!

Remember to label all your child's clothing with their name.



## Being independent

### Toileting

- Please use nappies not pull-ups unless actively potty training.
- Once your child is out of nappies and they are going to the toilet. Please encourage them to try and wipe themselves if they can.
- Children will also need to learn to wash their hands using soap and rinse them properly.
- Staff will help if needed.
- Please provide nappies and wipes.
- Please pack plenty of spare clothes.



### Help

We encourage children to tell us when they need help. This is something you can support at home. Model saying the phrase **Can you help me please?** Encourage your child to use this phrase when they need help.

### Manners

We encourage our children to say, please and thank you when they are asking for something. You could use the makaton signs to help prompt them.



Please



thank you

## Communication and Language

- Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.
  - Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.
  - Watch someone's face as they talk.
  - Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.
  - Enjoy singing, music and toys that make sounds.
  - Recognise and are calmed by a familiar and friendly voice.
  - Listen and respond to a simple instruction.
- 
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
  - Babble, using sounds like 'baba', 'mamama'.
  - Use gestures like waving and pointing to communicate.
- 
- Reach or point to something they want while making sounds.
  - Copy your gestures and words.
  - Constantly babble and use single words during play.
  - Use intonation, pitch and changing volume when 'talking'.
- 
- Understand single words in context – 'cup', 'milk', 'daddy'.
  - Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- 
- Understand simple instructions like "give to nanny" or "stop".
  - Recognise and point to objects if asked about them.
- 
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- 
- Listen to other people's talk with interest, but can easily be distracted by other things.
- 
- Make themselves understood, and can become frustrated when they cannot.
  - Start to say how they are feeling, using words as well as actions.
- 
- Start to develop conversation, often jumping from topic to topic.
  - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
- 
- Use the speech sounds p, b, m, w.
  - Pronounce:
    - l/r/w/y
    - s/sh/ch/dz/j
    - f/th
    - multi-syllabic words such as 'banana' and 'computer'
- 
- Listen to simple stories and understand what is happening, with the help of the pictures.

## 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."

# Communication and Language

- Talking
- Listening
- Vocabulary - don't over simplify
- Speech and Language help



Mrs Byrne

**Emotion and  
Communication Coach**



# Closing the Vocabulary Gap

- From birth to 48 months, parents in professional families spoke 32 million more words to their children than parents in welfare families. (Hart and Risley 2003)
- A child who is not at the expected standard in language at the age of five is 11 times less likely to achieve the expected level in maths at age 11. (DfE 2017)



Children with language difficulties at age 5 are four times more likely to have reading difficulties in adulthood, three times as likely to have mental health problems, and twice as likely to be unemployed. (Law et al 2017)

# Closing the Vocabulary Gap

- Becker (1977) identified poor vocabulary knowledge as the primary cause of academic failure of disadvantaged students.
- Children's declining reading comprehension compared to more able peers from age 8 onwards largely results from a lack of vocabulary knowledge. (Becker 1977)
- Disadvantaged students show declining reading comprehension as their limited vocabulary comes to constrain what they can understand from texts. (Chall et al 1990)



## Being independent



# Listening skills

At nursery we encourage the children to put up their thumb when they have something to say and wait their turn. This is the same system children use when they start school.

- 1) Child raises thumb to indicate they wish to Speak.
- 2) Adult raises thumb to acknowledge child is waiting.



For many children this skill takes time. You can help with this by making your child wait their turn to talk at home when you are talking to someone else. Praise your child for waiting.

Talk to your child about listening and what this looks like. On the next slide are some ideas for listening games to develop your child's skills.



# Listening Games



## Name that noise

Encourage children to close their eyes, or use a blindfold and children guess the sounds they can hear.

## I spy.

This classic game is beloved by children and is a wonderful tool for teaching kids to closely listen to details.

## Copy Cat

Sit across from your child and instruct him/her to copy what you do and say.

Here are some different things you can do for your child to mimic:

Clap your hands twice

Sing a line from a simple song like "Mary Had a Little Lamb"

Stomp your feet

Snap your fingers

Make an animal sound

Click your tongue

Websites with other ideas:

Listening Games

<https://www.virtualspeechcenter.com/blog/214/20-listening-games-and-activities-for-preschoolers>

17 Listening games for pre-schoolers

<https://www.pinterest.com/pin/69383650485961481/>

Listening games for kids

<https://www.encourageplay.com/blog/listening-games-for-kids>



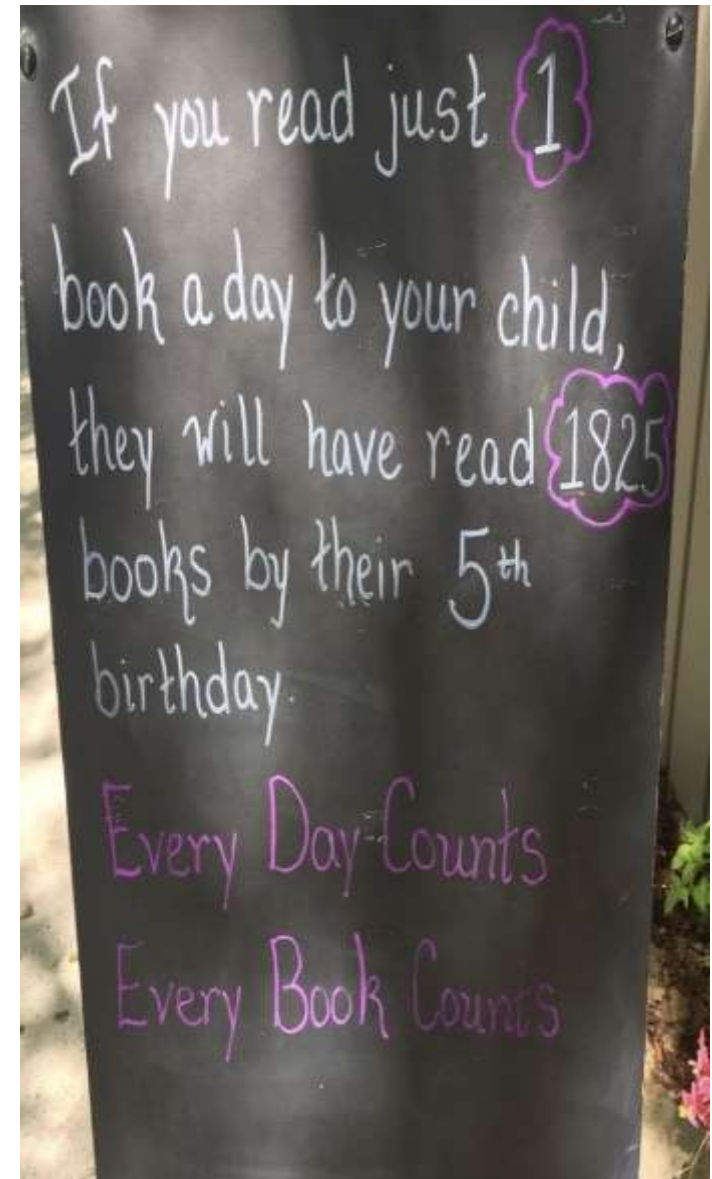
# Stories and Rhymes

Exposing your children to as many stories and rhymes as possible is essential in nursery.

Children should be able to join in with repetition in rhymes and stories.

Encourage your child to talk about the pictures and whether they liked the story.

Can your child tell you what happened in the story?





## Get ready for reading:

- ☐ Children recognise particular sounds in the environment. Listen for birds singing, vehicles, animal sounds, water boiling, leaves rustling etc.
- ☐ Children regularly sing nursery rhymes which are a key part of developing children's rhyme and rhythm.
- ☐ Model alliterative play with your child e.g. "I'll have some peppery, pepperoni, pizza, please!"
- ☐ Make full use of i-pads, story CDs, tablets to share stories, rhymes and songs.
- ☐ Sing songs with claps, pats and stamps such as 'Happy and You Know It.'
- ☐ Add body percussion to rhymes, performing the sound of the beat and then add movement.
- ☐ Invest in some rhyming stories such as 'Oi Dog' by Kes Gray, 'My Friend Bear' by Jez Alborough or 'This is the Bear' by Sarah Hayes and Helen Craig to name but a few.
- ☐ Encourage children to use their voices to make loud and soft noises, high and low sounds, scary voices, singing voices and add voices of characters when you are reading them.
- ☐ Children identify beginning sounds of words.
- ☐ Children identify syllables.



## Physical Development

- Lift their head while lying on their front.
  - Push their chest up with straight arms.
  - Roll over: from front to back, then back to front.
  - Enjoy moving when outdoors and inside.
- 
- Sit without support.
  - Begin to crawl in different ways and directions.
  - Pull themselves upright and bouncing in preparation for walking.
- 
- Reach out for objects as co-ordination develops.
  - Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- 
- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
  - Clap and stamp to music.
- 
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
  - Enjoy starting to kick, throw and catch balls.
  - Build independently with a range of appropriate resources.
- 
- Begin to walk independently – choosing appropriate props to support at first.
  - Walk, run, jump and climb – and start to use the stairs independently.
- 
- Spin, roll and independently use ropes and swings (for example, tyre swings).
  - Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- 
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
  - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
  - Start eating independently and learning how to use a knife and fork.
- 
- Develop manipulation and control.
  - Explore different materials and tools.

## 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.
- 
- 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.
- 
- 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.
- 
- 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.
- 
- 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.
- 
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



# Physical Development

Gross motor

Fine motor





# Literacy

## Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
  - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
  - Say some of the words in songs and rhymes.
  - Copy finger movements and other gestures.
  - Sing songs and say rhymes independently, for example, singing whilst playing.
- 
- Enjoy sharing books with an adult.
  - Pay attention and respond to the pictures or the words.
  - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
  - Repeat words and phrases from familiar stories.
  - Ask questions about the book. Makes comments and shares their own ideas.
  - Develop play around favourite stories using props.
- 
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- 
- Enjoy drawing freely.
  - Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
  - Make marks on their picture to stand for their name.

## 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.

# Literacy

- Love of books
- Sit and listen to a story
- Join in repeated refrains
- Make up own story
- Talk about characters and story structure
- Identify first letter of their name/their name
- Write letters correctly



## Mathematics

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeeze themselves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.



## Mathematics

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones – an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



# Mathematics

- Number sense - not just rote counting. Can you give me 2 teddies?
- Numerals - know what each symbol represents
- Subitising - 1-3 needs to be instant recall
- More/less - which has more? What is one more than 2?
- Sequencing -
- Numberland





# Understanding the World

## Understanding the World

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

- Science - plants, materials, forces
- Geography
- History
- Differences

## 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 Art and Design

- Singing
- Dancing
- Process art
- Imagination

## Expressive Arts and Design

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound-makers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Use their imagination as they consider what they can do with different materials.
- Make simple models which express their ideas.

## 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.

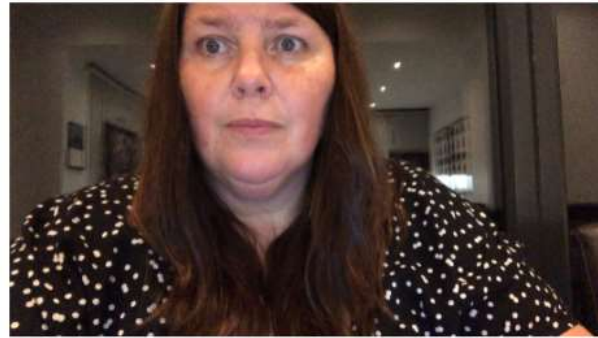
# Learning Alphabet Sounds

Phonics is a way of teaching reading where your child is taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending the sounds together to make a word.

Sounds should be pronounced softly and in a clipped, short manner. Not with a 'uhhh' sound. E.g. Not

Cuh aaa tuh - C-a-t

Please watch the videos where Mrs Magill will show you how we say the letter sounds in school and the action which goes with each sound. Careful pronunciation of sounds is very important to ensure that we are good language models to children.



## Writing

Children are encouraged to write and make marks on entry to nursery. We value all marks that children make and actively encourage all kinds of mark making.

Children's early mark making may start to look like a series of squiggles and marks.



We call this emergent writing. Gradually these emergent marks will progress and you may start to see some letter shapes. These often start with the letters in a child's name.

Children should be encouraged to talk about their marks and their writing and tell you what it says.





## What can be done to improve writing readiness (pre-writing) skills?

- **Hand dominance:** Determine and reinforce the dominant hand use in precision task performance.
- **Experience:** Encourage participation in activities that involve grasping and manipulating small objects such drawing, puzzles, opening containers, threading or other related tasks.
- **Poking and pointing:** Practice tasks that use just one or two fingers (not all at once) e.g. poking games.
- **Praise** and encouragement when your child engages in fine motor activities, especially if they are persistent when finding an activity difficult.
- **Hand and finger strength** (e.g. scrunching, paper, using tweezers, play dough, pegs).
- **Sensory play** activities (e.g. rice play, finger painting) to assist the development of tactile awareness.
- **Hand-eye coordination:** Practice activities that involve hand-eye coordination (e.g. throwing and catching) and crossing the mid-line (e.g. reaching across the body to pick up items).
- **Upper limb strength:** Encourage play activities that develop upper limb strength (e.g. climbing ladders, wheelbarrow walking).

## What activities can help improve writing readiness (pre-writing) skills?

- **Threading and lacing** with a variety of sized laces.
- **Play-doh (playdough)** activities that may involve rolling with hands or a rolling pin, hiding objects such as coins in the play dough or just creative construction.
- **Scissor** projects that may involve cutting out geometric shapes to then paste them together to make pictures such as robots, trains or houses.
- **Tongs or teabag squeezers** to pick up objects.
- **Drawing or writing** on a vertical surface.
- **Every day activities** that require finger strength such as opening containers and jars.
- **Pre writing shapes:** Practice drawing the pre-writing shapes (I, —, O, +, /, square, \, X, and Δ).
- **Finger games:** that practice specific finger movements such as *Incy wincy Spider*.
- **Craft:** Make things using old boxes, egg cartons, wool, paper and sticky or masking tape.
- **Construction:** Building with duplo, lego, mobilo or other construction toys.





To support children's fine motor skills development, we run a daily funky fingers session to help develop core skills. These activities all support children's early writing development.

# Funky Fingers

Squiggle while you wiggle

Pen disco

Guided drawing



### A Typical Nursery Day 3 Year olds

8.45 - 9.25 am	Register Provision
9.25 - 9.40 am	'Chat time' Teacher input
9.40 - 10.45 am	Free choice Inside/outside
10.50 - 11.10 am	'Chat time' Teacher input
11.15 - 11.45am	Lunch in canteen
11.45 - 1.45 pm	Free choice Inside/outside
1.45 - 2.00 pm	Chat time' Teacher input
2.00 - 2.50 pm	Free choice Inside/outside
2.50 - 3.10 pm	Story/singing

### A Typical Nursery Day 2 Year olds

8.45 - 9.25 am	Register Provision
9.25 - 11 am	Provision Outside play
11.00 - 11.10 am	Chat time' Teacher input
11.15 - 11.45am	Lunch in classroom
12.00- 12.30 pm	Quiet time (Nap time)
12.30 - 3.00pm	Provision Outside play
3.00 - 3.10 pm	Story/singing

## Key Information.

- Water bottles please ensure they are labelled and contain water not juice.
- Please make sure all children have appropriate outside clothing.
- If someone different is picking up your child please email [eyfs@wes.rklt.co.uk](mailto:eyfs@wes.rklt.co.uk)
- Questions to staff- please email [eyfs@wes.rklt.co.uk](mailto:eyfs@wes.rklt.co.uk)
- End of day- please bear with us whilst we see children out safely.



## Communication

Teachers use Classlist and Tapestry as the main form of communication to parents and carers. Please ensure you are all signed up.

We also have our year group email address [eyfs@wes.rklt.co.uk](mailto:eyfs@wes.rklt.co.uk) that you can use to contact the Nursery team.

You can also follow the EY team on Twitter using the Twitter handles below, where we post photos of children's work. Please check your consents on Arbor.

@PrimaryWestern  
@EyfsWestern



## 6 CHARACTERISTICS OF AN EFFECTIVE LEARNER

- |   |           |   |               |
|---|-----------|---|---------------|
| 1 | Ambitious | 2 | Collaborative |
| 3 | Curious   | 4 | Reflective    |
| 5 | Resilient | 6 | Resourceful   |



"Children learn as they play.  
More importantly, in play  
children learn how to learn."  
O Fred Donaldson