



WELCOME TO THE WOODLAND ROOM Nursery

Early Years Foundation Stage





OUR PEDAGOGY

**At Ribbon Academy
Early Years, we
cultivate learning in a
way that embraces
the unique child,
nurturing their interests
and extending their
understanding.**





We follow a rich, broad and balanced child-led curriculum which embraces the unique child, nurturing their interests and extending their understanding.

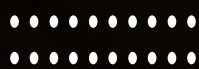
We offer a variety of exciting and engaging activities and experiences, which nurtures the overall development of each child.

Staff provide learning experiences which ignite imagination and spark curiosity.



CURIOSITY

We provide children with provocations and fascinations to spark their imagination within exciting and enabling environments. Creating adventurous opportunities for children to explore and make sense the world around them.



ADULT ROLE

It is the role of the practitioner to ignite or follow a spark and support the child's journey wherever it may take them.

We do this by following lines of enquiry, researching, planning and reflecting together.

It is critical that practitioners tune into children's fascinations and scaffold and support their learning every step of the way.



A young boy with brown hair and a plaid shirt stands atop a large, rustic wooden structure. He is holding a wooden sword high in his right hand, and his mouth is open as if shouting or cheering. The structure is built from various wooden planks, beams, and a wire mesh. A flashlight is mounted on the structure to the right of the boy. The background is a plain, light-colored wall.

From here the children lead the way...

EARLY YEARS CURRICULUM -PRIME AREAS



Communication and Language

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.
 - Personal hygiene
- Know and talk about the different factors that support their overall health and wellbeing:
 - regular physical activity
 - healthy eating
 - toothbrushing
 - sensible amounts of 'screen time'
 - having a good sleep routine
 - being a safe pedestrian

Physical Development

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling
 - crawling
 - walking
 - jumping
 - running
 - hopping
 - skipping
 - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

EARLY YEARS CURRICULUM -PRIME AREAS



Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Mathematics

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes *within it*, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.



STRUCTURE

Our nursery session is carefully planned out to ensure that children get the most out of their time at nursery.

This allows children to have the consistency and security they need to be confident in their environment, while being flexible enough in terms of timings to support children's own needs and interests.



Welcome to Nursery

Meet the Team



Abbie
Squirrel Family



Suzanne
Fox Family



Amelia
Deer Family



DAILY ROUTINE

Welcome time and snack

Core text

Phonics

Planning time

Play to Learn

Tidy up

Reflection

Maths

Milk

Home Time



Play to Learn

Practitioners are deployed in all areas inside and outside so that children are supported and supervised at all times...

Practitioners will scaffold explorations develop projects and observe unstructured play.



Play Based Learning

Where children take leadership of their own learning based on their interests and curiosities.

Our environment is filled with open ended resources so children can explore, create, use and apply skills and demonstrate their understanding in the own preferred style.



PLAY BASED LEARNING

It's not just play!

Learning through play is a term used in education and psychology to describe how a child can learn to make sense of the world around them.

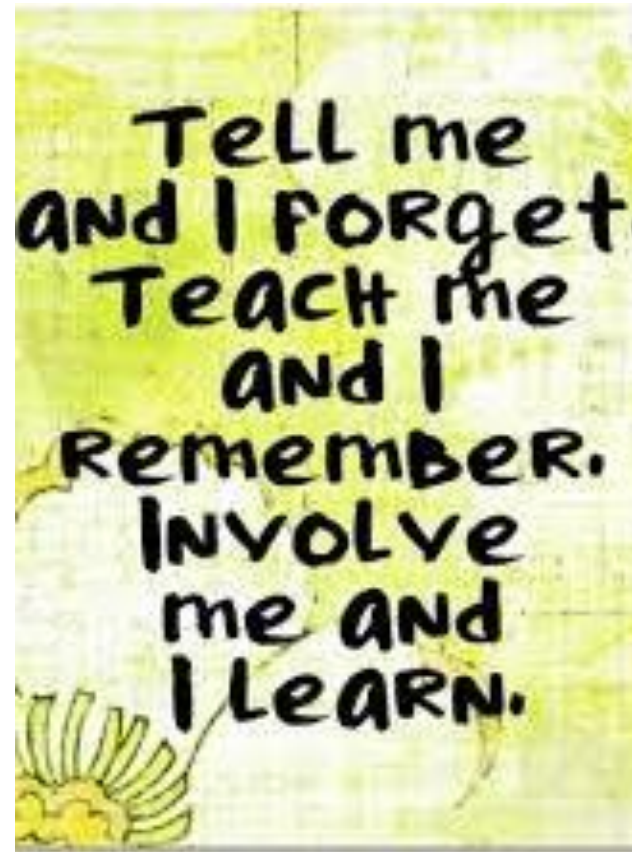
Research indicates that through play children can develop social and cognitive skills, mature emotionally, and gain the self-confidence required to engage in new experiences and environments.

Unstructured play allows children the freedom to explore, create and discover without predetermined rules or guidelines. It's been shown to foster cognitive development while boosting physical development and social and emotional development.



Children *learn* best when they are...

- Active
- Engaged
- Supported
- Challenged
- Involved
- Inspired
- Happy
- Feel secure





Staff are deployed indoors and outdoors which ensures children have constant access to both throughout the year in all weathers.

**Ofsted expect to see children outdoors in all weather!
Therefore, children must always be dressed appropriately for the weather!**



We provide a variety of opportunities to nurture physical development & risk management.

Forest/Firepit Friday



Outdoor Learning



Equally as valuable as the indoor provision and is accessed in all weather conditions

Promotes well-being and increases physical health alongside problem solving skills and risk management

Promotes physical development which builds the foundations for writing as the children move through school





"THERE IS NO SUCH THING
AS BAD WEATHER, ONLY
INAPPROPRIATE
CLOTHING."

Sir Ranulph Fiennes



Authentic Resources

We use authentic resources which offer children the opportunity for intrigue, play and curiosity.





Swap the Plastic...

We use authentic, natural, open-ended resources to foster a sense of awe and wonder. Natural materials are open ended, flexible and unique.



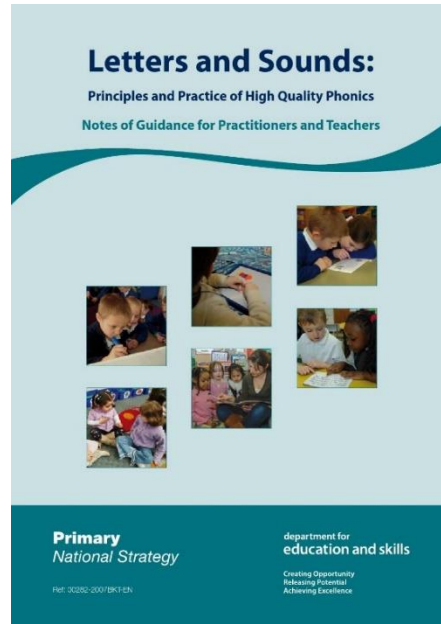
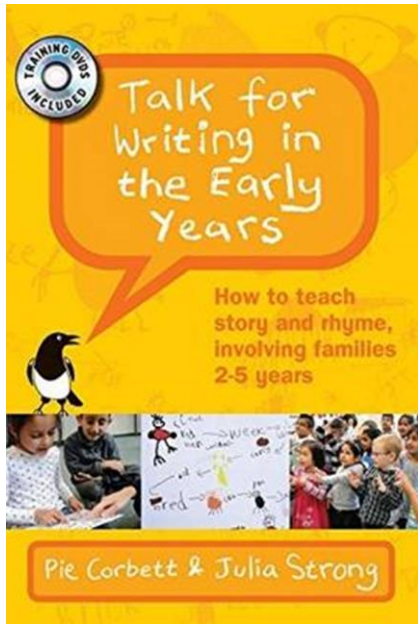


The Curiosity Approach



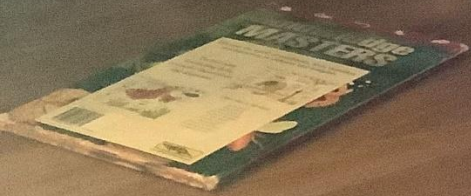
EARLY READING





Core texts are used to promote early language skills and a love for reading.







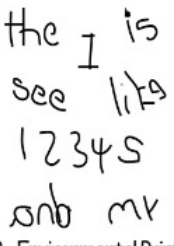


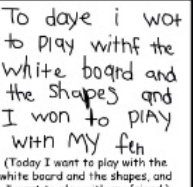
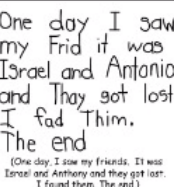
This derives from the 'Talk for Writing' approach!





EARLY WRITING

HeidiSongs' Chart of the Developmental Progression of A Child's Writing

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
 <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	 <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	 <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	 <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>







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P O M

P O M

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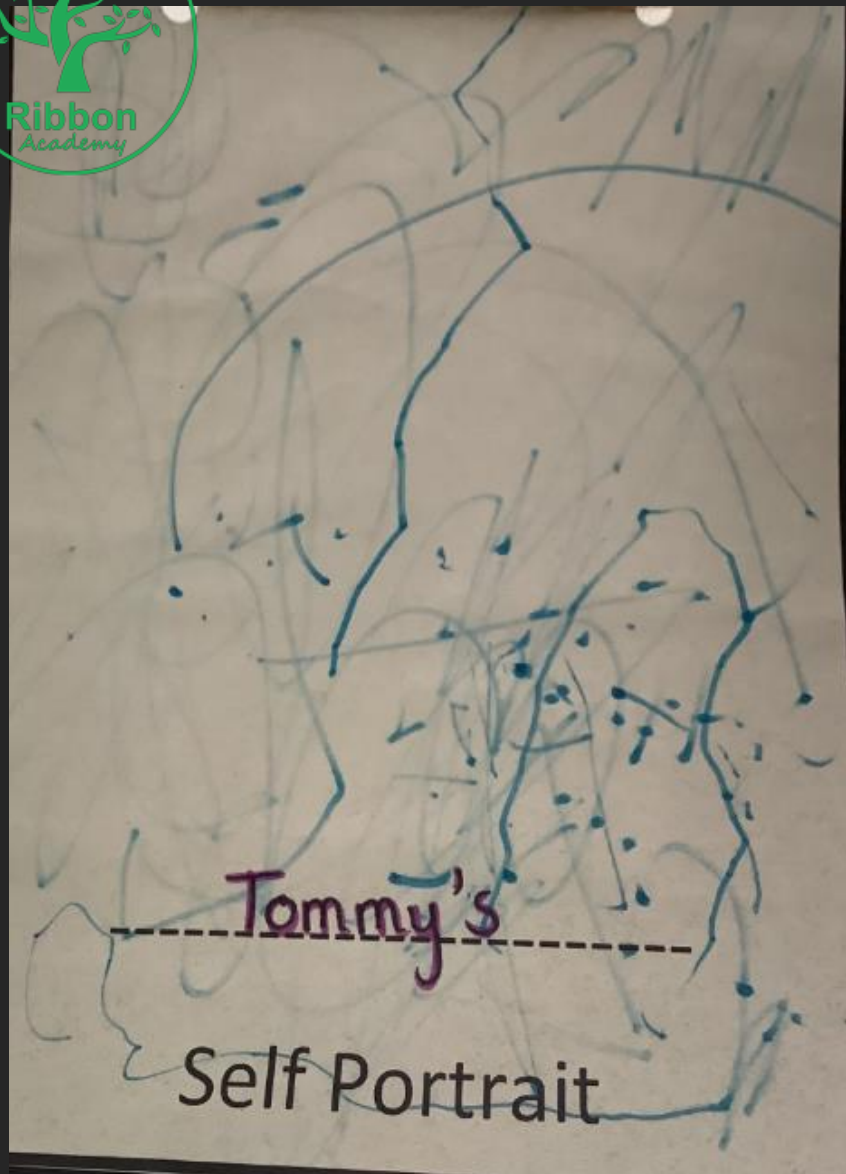
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NUMBER SENSE

Exploring
Mathematical
Concepts



Maths is embedded throughout the daily routine to make maths contextual.

We offer opportunities to practise maths in different contexts.

Maths is embedded throughout the continuous provision rather than just in one area.

We read stories which make links to mathematical concepts.

Use Numicon to support number sense.







SHAPE SPACE & MEASURE



CULTURAL EXPERIENCES



RESPECT & SCHOOL VALUES



School readiness is a state of mind!





REMINDERS

SAFEGUARDING

- Staff deployment –arrivals and departures
- Passwords – please don't be offended if asked
- Current information up to date



ClassDojo

NO SHOES INDOORS

Our main learning areas in nursery are 'no shoe' zones.

As well as improved hygiene, there are many benefits of providing children with increased opportunities to be shoe free.



Young children seek lots of sensory input and make sense of the world through both their hands and feet, therefore enjoying richer learning experiences. Children will gain a deeper sensory experience engaging in activities that they can explore with both their hands and feet.





Research suggests that without the restriction of shoes, children are much more careful, more aware of themselves and of one another resulting in fewer collisions, a calmer environment and improved behaviour.

Developmentally, children gain better balance, movement, flexor strength, muscle density and overall posture, promoting agility in a child's growing feet, ankles, knees, legs, and hips.

The intrinsic muscles of the foot are NOT exercised in shoes!

Please speak to your child's key person If your child has a diagnosed developmental issue.





EVIDENCE OF LEARNING

should be on a

child...

not on a worksheet.



Childhood is not a race to see how quickly a child can read, write, and count. Childhood is a small window of time to learn and develop at the pace which is right for each individual child.





This is just the beginning...

