

How we teach and develop children at Woldingham Nursery Class

Here is little background to how we teach and develop your child – please remember every child is an individual and they will learn at their own pace, this may of course be different from others their own age.

Our aim is to prepare children for ‘school readiness’ in all areas of learning across the EYFS.

Everything we do with the children during a session at Woldingham Nursery Class is for a reason, we think throughout play (or during an activity) – ‘what do we hope the children will learn through doing this’/‘what will their learning experience be?’ at the end of the play, we then ask ourselves ‘did that play have the impact we intended? or ‘what was the impact of that play?’” if there has been a positive impact’ that’s great, if however, nothing was really gained from the play we then have to think ‘how or what could we do differently next time in order to achieve the learning experience intended’ – remember there is no right or wrong to play and the learning experience may not always be as we intended, however, it could still be a positive one in which case we have achieved something and in turn your child has learnt something! Following all play, we ask ourselves – what are we going to do next? this enables us to move the child on and constantly develop them through there early years journey.

In order to achieve a positive learning experience, it is down to how we as adults /staff implement the play and guide the children through it. Our staff will guide the children through their play by allowing the children to lead the play and then the staff will engage and help develop them within all areas of learning by using the following behaviours:

Modelled behaviour

Communication and modelling language

Showing

Explaining

Demonstrating

Exploring ideas

Encouraging

Questioning

Recalling

Providing a narrative for what they are doing

Facilitating and setting challenges

Our planning and play is through the resources we have in the setting (known as Continuous Provision), this type of play is generally child led. We also have Enhanced Planning, this is Adult directed and is undertaken when there is a specific development need for a child, meaning the play needs to have a specific intent.

Extending a Childs Vocabulary

Extending a child’s vocabulary during play is also a very important part of their development. We therefore continuously try to expand their language skills by using different words during their play, words that they may not have come across before.

We constantly promote literacy as well as healthy living.

Promoting British Fundamental Values and Cultural Capital is at the heart of all of our teaching.

At every opportunity we will celebrate and learn about an event, festival, culture or experience. If you have experience, knowledge or can help us celebrate and learn about these or other experiences, festivals, cultures religions etc in your life, please do speak to a member of staff we would welcome you to share your experience and knowledge with us all.

Teaching Methods

Understanding Schemas - how/why younger children play as they do:

Schemas are the way younger children play - they are the repeated actions young children perform during play. These actions are great for their brain and cognitive development and should be encouraged once you know how.

Schemas in Early Years – know and understand them.

Why do young children do what they do? Have you seen a toddler repeat an activity over and over again – tipping over the Lego box and emptying its contents on the floor, swishing the paint around in a circle, rolling their toy car over the uneven tiles and refusing to stop? It's actually all part of their essential brain development and is called a schema.

"A schema is a pattern of repeated actions. ... Each child is different, and some may display more than one schema while others show none at all. Schemas can be observed, identified and understood by early years practitioners and give a better awareness of each child's current interests and ways of thinking.

Schemas are often described as children's fascinations. There are many different types. Sometimes the activities may seem a little strange or even irritating to adults, but to the child, it's a necessary step in their understanding of the world and themselves.

Why are schemas important in early years?

The importance of schemas in children's self-initiated and spontaneous play has become a valued and embedded part of early childhood practice. Schemas are those repeated patterns seen in children's behaviour, and they link directly to the development and strengthening of cognitive structures in the brain.

Each child is different, and some may display more than one schema while others show none at all.

What type of schemas are there?

There are many different types of schema and here are some of the most common:

- Trajectory - creating lines in space by climbing up and jumping down. Dropping items from up high.
- Positioning - lining items up and putting them in groups.
- Enveloping - covering themselves or objects completely. Wrapping items up or placing them in containers.
- Rotating - enjoys spinning items round and round. Likes to run around in circles or being swung round.
- Enclosing - adding boundaries to play areas e.g. fences around animals. Adding borders to pictures.
- Transporting - carrying or moving items from one place to another; carrying items in containers or bags.
- Connecting - setting out and dismantling tracks, constructing, joining items together with tape or glue.
- Transforming - exploring the changing states of materials, transforming them from a solid to liquid state and back again.
- Orienteering – an interest in positioning themselves or objects in different places or positions e.g. upside down or on their side.

These activities are all developing a young child's brain.

Ideas for activities you may enjoy with your children.

PSED (Prime)

Board Games

Taking turn games

Develop confidence by talking about things relevant to our topics and when Covid restrictions allow, bring in items to show at Circle Time.

Communication & Language (Prime)

Encouraging your child to use their voice instead of gesture

Encourage nursery rhymes to develop alliteration

Develop language by bringing things into the setting relevant to our topics to talk about at Circle Time (subject to Covid restrictions)

Physical Development (Prime)

Encourage self-care – eating with spoon and fork

Encourage using proper cup

Encourage your child to dress themselves, put their own coat on

Develop gross motor skills with ball games

Develop fine motor skills by encourage mark making

A child should be seeking to do 3 hours of physical activity a day

Literacy (Specific)

Sharing books and discussing pictures

Encourage shopping lists (scribbles are fine!!)

Purchase a Jolly Phonics CD for car journeys

Maths (Specific)

Discuss shapes of everyday objects

I Spy shape games

Counting songs and Rhymes

Understanding the World (Specific)

Cook together

Garden together

Go on a nature walk

Expressive Art and Design (Specific)

Anything creative!

Use pots and pans to make music

Paint with mud

Let children dress in your clothes and shoes (make a dressing up box of them)

Below is a list of further useful resources that are available for you to share with your families:

Talking Time activity cards

The activity cards have simple activities, designed to help parents support their children's learning at home and cover a range of different aspects

<https://www.surreycc.gov.uk/children/support-and-advice/families/publications/talking-time-activity-cards>

Activity ideas for toddlers

The activity sheets offered (below) contain tips and ideas to use with your toddler throughout the year. By playing together, you're helping to develop your child's communication and language skills -

<https://www.surreycc.gov.uk/children/support-and-advice/families/publications/why-not-try-this-at-home-activity-ideas-for-toddlers>

Write with me leaflets - tips for parents of 0-5s

Tips and activity ideas to get your child off to a great start

- <https://www.surreycc.gov.uk/children/support-and-advice/families/publications/write-with-me-writing-tips-for-parents>

Other learn with me resources:

<https://www.surreycc.gov.uk/people-and-community/families/education-and-learning-advice-for-families/early-learning>

Top Tips Posters: https://www.surreycc.gov.uk/_data/assets/pdf_file/0006/49803/ECAT-Top-Tips-1-38.pdf

Literacy links:

Below are a few Websites recommended by Surrey Early Years to help parents support their child's literacy skills: Hungry Little Minds – a new three year campaign launched by the Department for Education July 2019 to encourage parents to engage in activities that support their child's early learning. <https://hungrylittleminds.campaign.gov.uk/> Small Talk, part of the National Literacy Trust website. Activities for parents to use with their children. <https://small-talk.org.uk/> National Literacy Trust – guide for parents with apps that help your young child learn language and communication skills. <http://literacyapps.literacytrust.org.uk/> I Can – Talking Point, information for parents to help understand and support children's speech, language and communication <https://ican.org.uk/i-cans-talking-point/>