

How we promote early writing skills

In the Autumn term, children in our little nursery provision are encouraged to express themselves in a variety of ways.

From aged 2-4, skills are developed through a range of experiences.

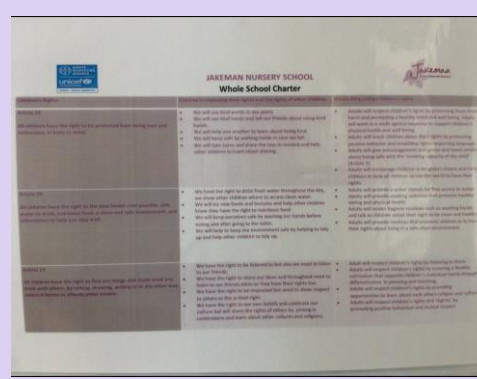
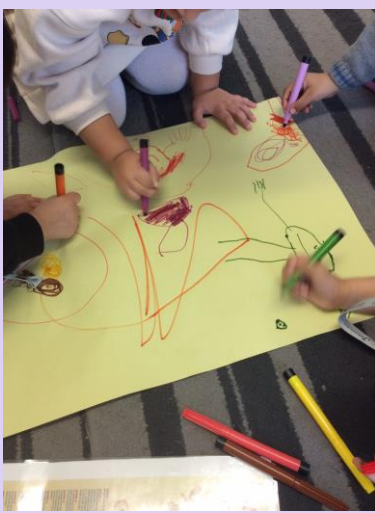
Children **knead and mould** playdough by using their larger muscles in their arms to mix all the ingredients together. The adults model using various tools for a purpose but continue to promote the use of our hands to get messy too.

Children are encouraged to **stretch their arms and fingers** within various sensory experiences to strengthen their larger muscles by reaching forwards and pulling backwards.

Children in our Big Nursery provision (3-4 years) are further improving and refining their fine motor skills and becoming more focussed at creating marks for meaning. Children talk about their own experiences, telling stories through their drawings.

Children are becoming confident in holding writing tools with a pincer rather than a palmar grip.





Children have been learning about their rights

We introduced Paddington as our Rights Respecting Bear.

Article 14: You have the right to choose your own religion and beliefs". Children at nursery have been exploring photographs of children from around the world. This has provoked further discussion around children sharing their own experiences.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well. Schools charters are reviewed with each cohort of children but this was delayed to the Spring term due to the pandemic. Children have looked at what is important to them and have displayed a heightened awareness of keeping themselves safe through washing their hands and to keep strong by eating healthy foods.

Children are becoming confident in knowing their rights are unconditional, inalienable, indivisible, universal and inherent.

Children's voices are captured through the RRSA child questionnaire.

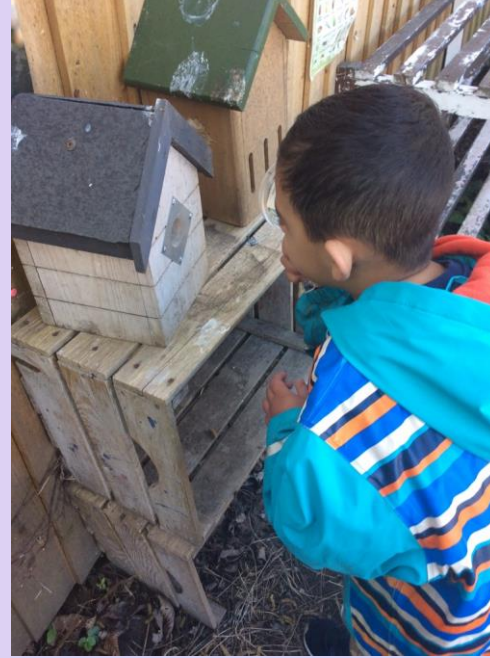
'When I'm tired I have the right to a rest. My brother is eleven and he has rights'.

'When you are poorly you got the right to go to the doctor'.

'We have rights to a name. My brother Eyob has rights'.

'Teachers and mummy help me have my rights'.





We follow the interests of the children in our care because we feel this is how our they learn best. When they take the lead of their own investigations and explorations this increases involvement levels.

Through the Spring term children's interest in birds has continued, they have had access to a range of experiences to extend their knowledge about the variety of species, what they eat, how and where they nest, what they eat and how they capture it. This has led to further interest in the study of insects (and where they live, what they eat etc).

Children have used a range of media through their explorations such as photography, internet searches, the use of binoculars and drawing/writing/painting/sculpture.

Children's voices

'Need a nest to keep them safe, mummy birds will look after her babies'.

'Spiders in there they are scary, it's dark'.

'A big web to catch the spiders'.

Supporting Children's Interests

Most children have missed a large part of the Spring term due to the pandemic. As part of our awareness of the emotional impact of such absence and the need to support children's mental health, we used the story of 'The Colour Monster' by Anna Llenas. This offered children a planned safe place to talk about their feelings and give meaning to the emotions they were experiencing.

Through the story, children created art work around their favourite colour monster and shared stories from their own experiences about why they favoured a particular colour.

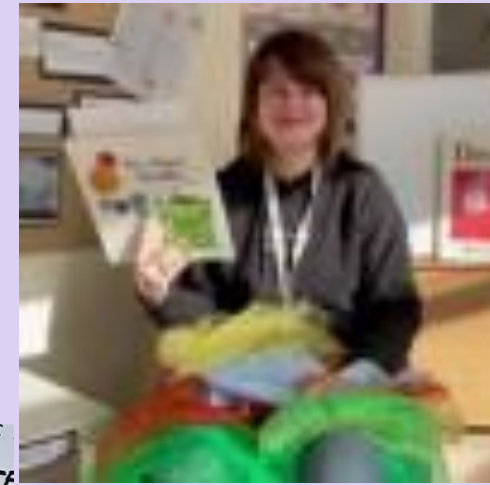
For most children the 'yellow monster' was their favourite.

Children's language:

'The yellow monster is happy like the sun'.

'I like calm' (child breaths calmly following relaxation).

'Angry is red, my brother makes me angry'.



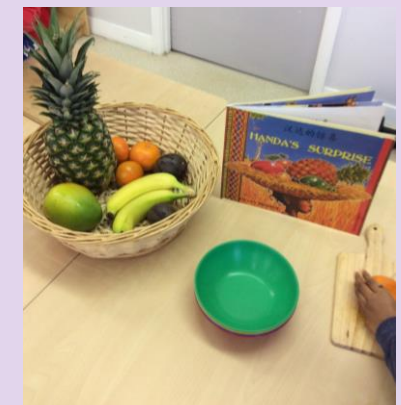
The children have been introduced to a range of books that support their understanding of how stories are structured. Many of them have been able to predict what may happen next and use pictures from stories and books to explore their individual areas of interest; birds, dinosaurs, eggs etc.

Children took part in World Book Day and we used the well known story of 'Handa's Surprise' by Eileen Browne to introduce a range of new fruits. Children raised money for 'Books to Africa' as part of our global citizenship for the rights of the child (UNICEF RRSA Award). We are also using books without words to encourage children to understand that pictures tell stories which is fundamental to support early reading skills.

Janine Maidment (Nursery Manager) is our Early Years Champion for WELLCOMM, both within school and across the Hall Green District. This is a programme which is now embedded in our daily practice to support children's language development. The screening for WELLCOMM is used for all children to ensure a more accurate assessments of their communication skills.

Charlotte Carter (Qualified Teacher) has also accessed ELKLAN training, this is an advanced course to deliver and support practitioners in helping children's language skills.

Our Spring term focus on early reading and writing skills continues





Supporting Mathematical Language and the use of Real Number

Children have been interested in the act of measuring and this has been explored through children's everyday experiences.

Children are becoming more confident in using a variety of objects to create 2D and 3D shapes around their interest such as cars, buildings, modeling and exploration of shadows.

Supporting children's understanding of real number has been a focus within group time and free flow play.

Remote Learning Experiences on Tapestry



Examples taken from tapestry:

- Making sensory bottles to create sounds for music
- Access to YouTube for fun active movement and music experiences
- Story of the day
- Creative activities using things that may already be at home
- Cooking activities
- Number games
- Rhymes and songs of the week
- Makaton sign of the week
- Right of the week

2-3yr olds:

- Continue to develop fine motor skills using a range of tools for a purpose.
- To support children's confidence (new starter routines).
- To have access to a wider range of books including information, picture books, books linked to interest.
- To support children to engage in play scenarios, offer a range of provocations that enable children to share their experiences through role play and shared attention via small group time sessions.
- To further enhance children's mathematical skills throughout the curriculum e.g. introducing resources such as tape measures, numbered blocks, counting songs etc.

3-4yr olds:

- UNICEF rights to continue to be embedded and strong links to the curriculum; children talking about their rights more confidently. Children know some articles and the ABCDE of rights.
- A wider range of information books, supporting children to become more independent in leading their own learning.
- Develop I.C.T. linking throughout the whole curriculum.
- Peer on peer interactions- including encouraging problem solving amongst children.
- Develop children's confidence in talking about primary school.
- Develop children's sustained shared interest in a project work



Children at Jakeman learn the importance of dignity and tolerance in carefully planned activities. They are given lots of opportunities to *practice* tolerance and to challenge stereotypes. For example, through sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.



Rights Respecting Pledge

We have the right to rest and play,
We have the right to learn our way,
We have the right to food and drink,
We have the right to talk and think,
We have the right to be safe,
Our rights are ours and not yours to take.

What does 'dignity' mean to children at Jakeman?

- To learn about each other.
- To respect and celebrate differences.
- To listen to each other's points of view
- To discuss the question and not the child/ family.



A place to inspire
A place to explore
A place to believe



Jakeman

