

# Welcome to Jakeman

## Our Staff Team

### Staff Training

Mental Health First Aider –  
Update March 2022

De Escalation/ Positive  
Handling-March 2022 –  
All Staff.

Observation and Assessment-  
EYFS Reform 2021

Food Hygiene March 2022

### Leadership Team

David Aldworth (Executive Head Teacher)  
Carli McCallin (Head of School/ SENDCO)  
Janine Maidment (Senior Nursery Manager/ SENDCO Support)  
Jason Lee (Teacher)

### Admin

Vicky Brennan (Office Manager)

### Nursery Staff

Naz Ali (Teaching Assistant)  
Kaneez Rafique (Teaching Assistant)  
Andrea Grdon (Teaching Assistant-SEND Support)  
Shazeha Akhtar (Teaching Assistant)  
Sabah Kabir (Play Worker)

Site Supervisor

Tony Bosworth

### Designated Safeguarding Lead

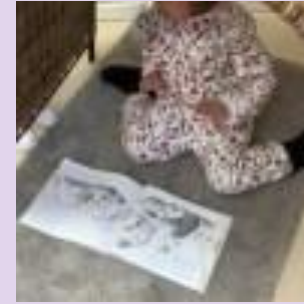
David Aldworth

### Deputy Safeguarding Leads

Janine Maidment  
Naz Ali

### Mental Health First Aider

Janine Maidment



Teachers and teaching assistants at Jakeman are skilled in observing children and planning for children's learning across the curriculum in a play based learning environment.

The learning environment (classroom) plays a key role in children's learning. Children thrive in environments that are suited to their interests and developmental stages. The environment is viewed as a place that is welcoming, authentic, aesthetically pleasing, culturally representative of community, embraces nature and filled with purposeful materials. The layout of the environment promotes relationships, communication, collaboration, and exploration through play. Materials are thoughtfully added to the environment to promote creativity, thinking and problem solving skills, questions, experimentation and open-ended play (the schools of the Reggio Emilia region of northern Italy influence our approach).

In planning and guiding what children learn, practitioners reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- **playing and exploring** – children investigate and experience things, and 'have a go'
- **active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things Statutory framework for the EYFS (Sept 2021).

# How we support children's mathematical skills by following their interests

During the spring term, the children have been extending their skills and knowledge of connection numbers and quantities. This is explored often through trial and error using shape, space and measure.

Children are developing a robust connection between *numbers* and *quantities* by using open-ended resources such as blocks, dough and loose parts. These skills take lots of practice and will increase in confidence over time.

This connectivity of number (including numerals) and quantity is a key early conceptual development for children in the Early Years Foundation Stage (EYFS), as well as those in the first years of statutory schooling (Lyons et al, 2014).



## How we promote early literacy skills by following children's interests

Children across our nursery have displayed a strong interest in the story of 'We're Going On A Bear Hunt' by Michael Rosen and Helen Oxenbury. They have explored sequencing the story using a range of explorations including sensory play. For some children it has been about the enjoyment of getting messy through exploring mud, water and paint. For others, it has been about exploring emotions such as 'fear' and 'excitement'.

Children have shown confidence in their recall of the story and recognise when a part of the story is missed out, correcting the teacher by helping them with the missing part.

Our younger children have enjoyed exploring prints of the bears hands and feet, building on their language skills through joining in with repetitive phrases.

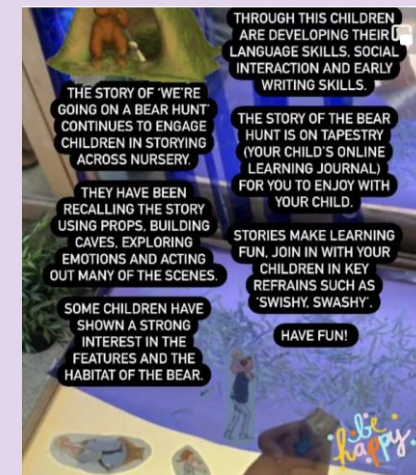
Our older children have immersed themselves even more deeply into the story, adopting the character of the bear, showing curiosity about where bears live, what they eat and asking questions about the different breeds of bear.

The interest has spread across the curriculum, children have used different media such as books, ICT, writing materials and the natural environment.

Our teachers have skillfully facilitated the layering of learning by providing resources, modelling skills and bringing in new knowledge by researching together. Our teacher's knowledge of the children enables them to know when to offer new provocations to extend their interest and build on their skills.



Bear foot prints



The bear cave

# Using mark-making to build verbal language skills



Our younger children strive to make sense of their world, through sensory mark making, children begin to observe abstract patterns as they use their bodies to create marks in mud, flour and paint, adults model language through joint exploration such as 'sticky' 'wet' 'dry', they use active words such as 'dripping' 'mixing' and 'round and round and up and down'.

As children become more skillful, they gain an understanding that marks can be put together such as circles and lines, children have begun to put narrative to their marks using their own experiences or sharing thoughts and ideas through familiar stories.

Our older children have had lots of experience of seeing their name in print and have begun to form some letter shapes.

# Using open-ended resources

The potential of open-ended resources is endless. The children have continually displayed their individual creativity through making connections, sharing ideas and practicing how to use resources in different ways. Our older children have linked ICT to their learning experiences. Many have used images of caves and habitats to create more complex structures within the construction (block) area.

Our younger children have shown a particularly strong interest in the use of sand. They have begun to show an understanding of simple mathematical concepts such as measurement by filling and emptying containers and making predictions about weight and volume.

Some of the open-ended resources explored this term include, sand, wooden blocks, fabrics and cardboard boxes.



# Children have been learning about healthy living

At nursery children have shown a keen interest in gardening. We have been talking about how fruit and vegetables are important in our diet to help us grow strong and healthy.

The children have helped to clean the weeds away and then plant potatoes and garlic in the planters. We have also planted some fruit too like strawberries and raspberries



UN Convention on the Rights of the Child, **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.



# Learning about our rights



Within our child rights respecting steering group, we have been having discussions about Ukraine, how it is effecting the children and families that live there and what we can do to help them. It was explained that a lot of families have lost their homes and we need to help them find somewhere safe to live.

One of the group said, 'it's not safe, we have to get them out!'

He drew a picture and explained, 'this is elephant, he can tell the people to stop because his is big!'

Another child said, 'we need to get them a house!'

She drew a picture and explained, 'it's a house with lots of windows so they can see people coming to their house and say this is my house not yours!'

The steering group children were made aware of the fundraising day on Wednesday 23rd march, and are telling their friends and teachers to wear on something blue or yellow (the colours of Ukraine's flag) so we can raise money for the children to be safe.

## **UN Convention on the Rights of the Child:**

**Article 22** - You have the right to special protection and help if you are a refugee (if you have been forced to leave your country), as well as all the rights in this convention. **Article 38** - You have the right to protection and freedom from war.



## Celebrations - Spring Term

### Pancake Day



### World Book Day



Every day at Jakeman is a celebration of children's rights.

### Mothers' Day/ 'I love you' day



### Chinese New Year

Article 14: You have the right to have your own religion and beliefs.

# Summer Term 2022

- Transition to Reception Classes 2022
- Paddington Bear - Learning about our rights-respecting home-school link.
- The 10 week Rhyme Challenge
- Pre-Writing workshop – Parent’s Group
- Speech & Language Therapy (SALT) Input - Identified Children - EYYP Focus
- Bed Time Story Challenge (2)





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



**Jakeman**

