

PARENT INFORMATION

WHAT'S THE CURRICULUM ALL ABOUT?

INTRODUCTION

By the time children start nursery they have already had a wide variety of experiences and have developed in a number of ways. The aim of the nursery is to build on the learning that has taken place at home with the provision of a rich variety of challenging play and other experiences in a stimulating environment. The focus should be to allow children to learn at their own pace, gain a positive image of themselves as learners and to learn through trial and error.

Staff observe the children at play. They evaluate the activities regularly in order to organise play that is appropriate for the children's needs. The children will be offered suitable challenges and provision for progression. Everything the staff do is aimed at moving forward to bring about improvement in the children's learning.

The aim of this meeting is inform you of where your children are going regarding their development and learning. It should be stressed that, at this young age, children develop at different rates in the various aspects of their learning and it is not unusual for many of the children to be at different stages throughout the year.

The curriculum is divided into 6 main areas of learning and development. The following talk will explain what the children learn about in each area, what we want them to be able to do and the skills that are emerging throughout the year.



Personal, Social & Emotional Development

It is vital that the children have good foundation in this area of their learning as it teaches them essential life skills that are relevant not only in their childhood but also in their adult lives. This area is of utmost importance to the young child in almost everything that they do.

It concerns their:

- well being;
- understanding who they are;
- respecting others and their environment;
- forming and sustaining relationships;
- beginning to understand emotions; and
- developing a positive attitude to learning.



Nursery supports the children to learn, know about and understand:

- rules and routines;
- personal hygiene;
- taking care of themselves;
- how to behave (emotional needs, feelings of self and others how their actions can affect others); and
- safety issues.

At the end of the nursery year we want the children to be able to:

- work independently or as part of a group during play;
- share, take turns, play with others and follow the rules;
- form and sustain friendships and relationships with the children and adults;
- show independence and know when to ask for help;
- respond to requests;
- react appropriately in a variety of situations;
- treat living things with care and respect; and
- talk about how they feel at different times, recognise other's emotions and to respond appropriately.

The nursery strives to create an environment where the children can develop:

- increased confidence, self control and emotional well being;
- a sense of worth where they are proud of their achievements;
- to be polite, well mannered, helpful, and considerate to others;
- meaningful relationships with adults and children;
- a respect for other peoples' opinions;
- being open to a range of learning and play opportunities where they are eager to explore and take part; and
- perseverance to cope with challenging tasks with increasing confidence.

Physical Development and Movement

Physical skills need to be nurtured to promote children's long term health and well being. It is also an area that promotes confidence and improved self esteem. Children will be developing their gross and fine motor skills.

Nursery supports the children to learn, know about and understand:

- safe practice, boundaries and personal safety;
- how to play by the rules;
- size, space, direction and perspective; and
- the benefits of healthy exercise.

At the end of the nursery year we want the children to be able to:

- have well developed gross motor skills;
- balance, run, hop, skip and show improved body control;
- have well developed fine motor skills;
- use a variety of tools and materials;
- experiment with different ways of moving;
- develop their ball skills;
- take on challenges, such as, heavy lifting; and
- co-operate with others and work as part of a team.



The nursery strives to create an environment where the children can develop:

- an enjoyment of physical play;
- a sense of freedom to willingly participate;
- confidence to challenge themselves and to take risks;
- an awareness of space and where they are in it; and
- inventiveness and creativity during physical play.



The Arts

Being creative is about making new things and experimenting; it is about coming up with fresh ideas and solving problems and about coping with uncertainty. We value and encourage children's natural curiosity and vivid imaginations and encourage them to explore their own ideas rather than to reproduce the teacher's ideas. We emphasise the process, enjoyment and learning rather than the end product and celebrate the uniqueness of each child's work.

Nursery supports the children to learn, know about and understand:

- the concept of shape, pattern, colour, form and texture;
- musical elements, such as, beat, rhythm, volume and pitch;
- the use of tools for specific tasks;
- how people behave when they perform certain roles; and
- decision making and problem solving.



At the end of the nursery year we want the children to be able to:

- express and implement their own ideas using a range of media;
- have developed both their imaginative and manipulative skills;
- display visual, spatial, and tactile awareness;
- discuss the properties of natural and man made materials;
- experiment with colour, pattern, texture and shape to create designs, pictures and models with a range of materials;
- listen, join in and respond to music;
- make simple instruments and make own music;
- make observations and use materials to make representations during play; and
- use dress up and other props to enhance play and take on other roles.



The nursery strives to create an environment where the children can develop:

- creativity to come up with new ideas;
- confidence to experiment, take risks and to nurture their natural curiosity;
- resilience and the capacity to cope with uncertainty;
- self expression and freedom of thought;
- value their own work and that of others; and
- enjoy taking part and experience self satisfaction.



The World Around Us

Young children are constantly trying to make sense of their world. They are naturally curious about other people, their role in the community and the environment around them. It is natural for them to ask lots of questions! They enjoy using their senses to explore and by providing them with a wide range of activities and experiences the children begin to develop a range of skills and concepts, such as, observation and experimentation.

Nursery supports the children to learn, know about and understand:

- themselves, family, people in the local community and places;
- body parts and movement;
- daily routines, the passing of time, seasons and special events;
- a variety of materials, such as, dough, sand and water;
- how pieces fit together to make models and the tools we might need to accomplish the task;
- where to find materials and equipment and how to use them e.g. magnifiers, etc.;
- living things;
- basic properties and the effect of change;
- safety of themselves and others; and
- the main functions of a computer.



At the end of the nursery year we want the children to be able to:

- talk about themselves and the wider community and to recreate familiar roles during their play;
- talk about routines and passing time;
- experiment, explore and observe;
- evaluate and explain what has happened;
- ask questions
- begin to predict and to use their existing knowledge;
- enjoy and accomplish tasks, such as, cutting, sticking, pouring and building;
- discuss the natural environment;
- recognise familiar sounds;
- control a mouse; and
- find information from a variety of places.



The nursery strives to create an environment where the children can develop:

- curiosity and nurture their interests to have confidence to explore and experiment;
- responsibility and respect for their environment and living things;
- an enjoyment of tactile activities;
- an interest in design and construction; and
- an interest in a range of technological devices.



Early Mathematical Experiences

Mathematical concepts are important for everyday life and they develop slowly in young children. They need opportunities to revisit activities and to experience mathematical ideas in many different contexts. Staff seek to extend learning informally and build on the maths experiences that they have had in the home. We provide as many activities as possible to encourage interest and understanding in this area.

Nursery supports the children to learn, know about and understand:

- mathematical language;
- processes and problem solving;
- relationships and comparisons;
- sequence;
- pattern;
- quantity and number;
- size and shape;
- spatial relationships; and
- time.



At the end of the nursery year we want the children to be able to:

- use mathematical language appropriately;
- join in with number songs and remember their order;
- experiment, make predictions and use their knowledge;
- sort, classify and match objects in the course of their play;
- order and sequence objects and events;
- recognise and name numbers in their environment;
- count objects accurately;
- recognise and name shapes, talk about them in the environment and use them to build and create;
- respond to instructions with prepositional language; and
- organise themselves first, next and last.



The nursery strives to create an environment where the children can develop:

- a willingness to talk about mathematical activities and experiences;
- enjoy songs and stories with a mathematical theme;
- demonstrate confidence as they question, predict and experiment;
- have the confidence and creativity to think of solutions to everyday problems;
- show curiosity in mathematical experiences; and
- demonstrate positive attitudes towards mathematics.

Language Development

Language is crucial to living and learning and is concerned with more than just an expanding vocabulary. Language is how we communicate with others to share and express feelings, to give and obtain information and to understand and develop thoughts. Children in nursery bring their own experiences of using language and these are valued as a starting point. We help children to communicate with adults and other children and to express their own ideas, needs and feelings as the year progresses.

Nursery supports the children to learn, know about and understand:

- That language is used to communicate with others;
- how to recognise non verbal communications, such as, gestures, books and music;
- how the spoken language works;
- listening and responding skills;
- that pictures, symbols and printed words convey meaning;
- books provide both information and tell stories;
- the directionality of print;
- concept of rhyme; and
- how to handle books carefully and appropriately.



At the end of the nursery year we want the children to be able to:

- listen with increasing attentiveness;
- listen and respond to questions and instructions;
- use new words and phrases in their speech with increasingly accurate grammatical structures;
- express thoughts with increasing clarity and fluency with both adults and children;
- talk about and describe what they are doing;
- respond to and use non verbal clues;
- answer and ask questions;
- recall previous events and stories in order;
- make predictions when reading stories;
- appreciate books and handle them with care;
- demonstrate awareness of rhyme and sustain a steady beat;
- recognise their own symbol, photo, and name;
- create pictures to convey thoughts or ideas;
- experiment using symbols and patterns;
- make marks or patterns with a wide range of materials; and
- make marks on paper to express thoughts, ideas to represent ideas or to write their own name.



The nursery strives to create an environment where the children can develop:

- curiosity about words and language;
- develop confidence in expressing themselves;
- enjoy listening to stories; rhymes and poems;
- an interest and enthusiasm of books and print;
- the ability to share a book with an adult or friend;
- an interest in, and to be curious about, adult writing;
- mark making and writing skills; and
- confidence to choose to write for themselves.

