

# Nursery Information for Parents



The DfE issued a new EYFS Framework which became statutory from September 2021. The framework can be accessed [here](#). The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

There are no statutory assessments within the Nursery year. Children in nursery at Varna are assessed through on-going teacher observations. They record these against the Development Matters document to track each child's progress. The first assessment takes place within the first 6 weeks of starting in their Nursery class and is their baseline assessment. Teachers then update these judgements to capture the child's progress once per term, so a further 3 times throughout the year.

Teachers will be continually observing, assessing and recording children's progress against age appropriate expectations. This ongoing assessment means that the judgements given at the end of the Nursery year are well supported by evidence collected throughout their time in School.

## Development Matters

The Development Matters document is a non-statutory curriculum guidance for the early years foundation stage. It can be accessed [here](#).

The document has been designed for all early years practitioners. It supports teachers in designing an effective early years curriculum, building on the strengths and meeting the needs of the children.

Development Matters sets out children's development in broad ages and stages - Birth to 3 years, Nursery/3-4 years and Reception/4-5 Years. The actual learning of most young children varies and so teachers will use a 'best fit' judgement when making their assessments. Depth in learning matters much more than moving from one band to the next. For example, it is important to give a child many opportunities to deepen their understanding of numbers to 5 and there is no value in rushing to 10.

The observation checkpoints help parents and teachers to notice whether a child is at risk of falling behind. You can make all the difference by acting quickly. By monitoring a child's progress closely, you can make the right decisions about what sort of extra help is needed. Health services, like health visitors or speech and language therapists, offer vital support to this work and staff at Varna work closely with the SEN/DCo to make referrals to these services quickly.

Every child can make progress, if they are given the right support. When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.



## EYFSP - Early Years Foundation Stage Profile

There are seven areas of learning and development that shape the curriculum in Nursery. At the end of Reception children will be assessed against these areas of learning.

Three of these areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

- **communication and language**
- **physical development**
- **personal, social and emotional development.**

There are then four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

- **literacy**
- **mathematics**
- **understanding the world**
- **expressive arts and design**

## Assessment Data in Nursery

Within the areas listed above Nursery Teachers will make judgements relating to how your child is progressing. We use the pathways of learning listed above, taken from the Development Matters Document.

Most children within Nursery will follow the following level of progress during their nursery year. However all children progress and develop at different rates.

Baseline	Autumn 2	Spring 2	Summer 2
Birth-3 Secure	Nursery Emerging	Nursery Developing	Nursery Secure

**Secure** - Means that the child has mastered these skills and is ready to move on

**Developing** - Means that the child is now able to do most of the skills in this area with or without some adult support. They have not yet mastered the skills and need to continue practicing these.

**Emerging** - Means that the child has just begun to be exposed to these skills. They are able to copy adults and peers and are showing some interest in this.



## The Prime Areas in Nursery

### Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, we build on children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed these new words in a range of contexts, gives the children at Varna the opportunity to thrive.

Speech and Language needs are common at this age, so we also use the Wellcom intervention. Wellcom supports children who start school slightly delayed in these key skills. It helps them make accelerated progress in this area and are therefore more likely to achieve the expected level of development by the end of the year.

### Listening, Attention and Understanding

Children at the expected level of development:

- Can find it difficult to pay attention to more than one thing at a time.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Enjoy listening to longer stories and can remember much of what happens.

Speaking Children at the expected level of development will:

- Use a wider range of vocabulary.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
- May have problems saying - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



## Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and oral hygiene, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Self-Regulation

Children at the expected level of development will:

- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Begin to understand how others might be feeling.
- Help to find solutions to conflicts and rivalries
- Develop appropriate ways of being assertive.

### Managing Self

Children at the expected level of development will:

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Increasingly follow rules, understanding why they are important.
- Do not always need an adult to remind them of a rule.
- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.

### Building Relationships

Children at the expected level of development will:

- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas



## Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor skills develop incrementally throughout early childhood. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with support from adults, allow children to develop proficiency, control and confidence.

Gross Motor Skills Children at the expected level of development will:

- Go up steps and stairs, or climb up apparatus, using alternate feet.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

## Fine Motor Skills

Children at the expected level of development will:

- Use one-handed tools and equipment. For example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Start to eat independently and learning how to use a knife and fork
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

## The Specific areas in Nursery

### Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension starts from birth. It develops when adults talk with children about the world around them and the books they read with them. Word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### Comprehension

Children at the expected level of development will:

- Engage in extended conversations about stories, learning new vocabulary.

### Word Reading

Children at the expected level of development will:

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

### Writing

Children at the expected level of development will:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.





## Mathematics

Developing a strong foundation in number is essential so that all children have the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Number and Numerical Patterns

Children at the expected level of development will:

- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round').
- Understand position through words alone - for example, "The bag is under the table," - with no pointing.
- Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- Combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

- Extend and create ABAB patterns. For example - stick, leaf, stick, leaf. Notice and correct an error in repeating pattern
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'







## Understanding the World

Understanding the world involves guiding children to make sense of their physical world around them and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition to this, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. Enriching and widening children's vocabulary will support later reading comprehension.

### Past and Present

Children at the expected level of development will:

- Begin to make sense of their own life-story and family's history.

### People, Culture and Communities

Children at the expected level of development will:

- Show interest in different occupations.
- Continue to develop positive attitudes about the differences between people

### The Natural World

Children at the expected level of development will:

- Use all their senses in hands on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Explore how things work.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

## Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

### Creating with Materials

Children at the expected level of development will:

- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour mixing.
- Explore different materials freely, in order to develop their ideas about how to use them and what to make.

### Being Imaginative and Expressive

Children at the expected level of development will:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.

