



**Dream Believe Achieve**

12<sup>th</sup> September 2017

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Hello and welcome to nursery!

My name is Miss Johnson and I'm really excited to be the nursery teacher this year, alongside Mrs Maddock and Mrs Birtwell who also support and help the nursery class.

For the first few weeks my main focus is making sure that every child is settled, happy and enjoying their sessions. I am really enjoying getting to know each child individually, including their strengths and interests and incorporating that into play.

Once every child is settled and familiar with daily routine, I aim to create a 'Promise Board' with the children to all agree on some things we can do to make day-to-day routine as enjoyable as possible, focusing on skills such as sharing, listening, taking turns, using manners and being kind.

A curriculum overview is included with this letter which provides details about the key areas of focus in nursery which include: Personal, Social and Emotional Development; Communication and Language and; Physical Development. More detailed information can be found on our website.

I aim to provide a happy, supportive and child-centred learning environment where each child will continue to develop and learn new skills as they progress throughout the school year.

As part of the daily routine, snack is provided. Your child has access to enhanced snack throughout the day. We politely ask for a £1.00 contribution per week.



Gannow Big Local



Headteacher: Mrs Helen Kershaw

Whittlefield Primary School, Tabor Street, Burnley, Lancashire BB12 0HL



## Dates for your diary

### Tuesday 17<sup>th</sup> October

Open Afternoon - you are invited to come into school and share the learning experiences which take place. More details will be sent out nearer the time. We look forward to seeing you then.

### Wednesday 25<sup>th</sup> October 3.30pm onwards

Parents' Evening. This is an opportunity to discuss how your child has settled and how they are learning. More details will be sent out nearer the time.

Please feel free to come and have a chat with me if you have any questions or queries.

### Thursday 16<sup>th</sup> November 3.30 to 5pm

We would like to invite you to attend a Phonics meeting in our classroom. This will be a great opportunity for us to inform you of how we will teach your child to read, when they are ready, and how you can support them at home. A letter will be sent home with further details.

So here's hoping we all have an amazing and rewarding first year in nursery!

Best wishes,

Miss S Johnson  
Nursery Class Teacher

## Development Matters (Steps for 22-36 months and 30 - 50 months)

### Personal, Social and Emotional Development

#### **Making relationships**

##### *22-36 months*

- Interested in others' play and starting to join in.
- Seeks out others to share experiences.
- Shows affection and concern for people who are special to them.
- May form a special friendship with another child.

##### *30-50 months*

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.

#### **Self-confidence and self-awareness**

##### *22-36 months*

- Separates from main carer with support and encouragement from a familiar adult.
- Expresses own preferences and interests.

##### *30-50 months*

- Can select and use activities and resources with help.
- Welcomes and values praise for what they have done.
- Enjoys responsibility of carrying out small tasks.
- Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community.
- Shows confidence in asking adults for help.

#### **Managing feelings and behaviour**

##### *22-36 months*

- Seeks comfort from familiar adults when needed.
- Can express their own feelings such as sad, happy, cross, scared, worried.
- Responds to the feelings and wishes of others.
- Aware that some actions can hurt or harm others.
- Tries to help or give comfort when others are distressed.
- Shows understanding and cooperates with some boundaries and routines.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity

##### *30-50 months*

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine.

## Communication and language

### **Listening and attention**

#### *22-36 months*

- Listens with interest to the noises adults make when they read stories.
- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Shows interest in play with sounds, songs and rhymes.
- Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.

#### *30-50 months*

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Focusing attention - still listen or do, but can shift own attention.
- Is able to follow directions (if not intently focused on own choice of activity).

### **Understanding**

#### *22-36 months*

- Identifies action words by pointing to the right picture, e.g., "Who's jumping?"
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'
- Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).
- Developing understanding of simple concepts (e.g. big/little).

#### *30-50 months*

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions.

### **Speaking**

#### *22-36 months*

- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.
- Holds a conversation, jumping from topic to topic.
- Learns new words very rapidly and is able to use them in communicating.
- Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'.
- Uses a variety of questions (e.g. what, where, who).
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Beginning to use word endings (e.g. going, cats).

#### *30-50 months*

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

## Physical development

### **Moving and handling**

#### *22-36 months*

- Runs safely on whole foot.
- Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.
- Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.
- Can kick a large ball.
- Turns pages in a book, sometimes several at once.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- Imitates drawing simple shapes such as circles and lines.
- Walks upstairs or downstairs holding onto a rail two feet to a step.
- May be beginning to show preference for dominant hand.

#### *30-50 months*

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name

### **Health and self-care**

#### *22-36 months*

- Feeds self competently with spoon.
- Drinks well without spilling.
- Clearly communicates their need for potty or toilet.
- Beginning to recognise danger and seeks support of significant adults for help.
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.
- Beginning to be independent in self-care, but still often needs adult support.

#### *30-50 months*

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.
- Can usually manage washing and drying hands.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.