



Welcome to Nursery



THE SCHOOL CURRICULUM

This booklet gives you information about the Nursery curriculum. These are all the skills which your child will learn over this year, as well as practising previously taught skills. If you have any questions, please make sure you get in touch.

Name:

Class:

KLZ parent log in: _____ @klz.org.uk

Password: _____

www.klz.org.uk

Bug Club username: _____

Password: _____

School code: cljp

www.activelearnprimary.co.uk

WHO'S WHO

Miss Louise Brace	Piglet class (<i>am</i>)
Mrs Steph Cullum	Piglet class (<i>pm</i>)
Mrs Caroline Collier Ward	Phase Leader

WAYS TO GET IN TOUCH

There are plenty of ways to get in touch. We have an open-door policy which means we want to hear from you, especially if you have a worry or problem.

- The daily Meet & Greet playground at the beginning or end of the day
- Visit the admin team in the main reception
- Come in and ask to speak to a member of staff (*someone will see you*)
- Ring on **01634 333820** and ask to speak to a member of staff (*someone will speak to you*)
- email on **office@oaklands.medway.sch.uk**
- Use the contact section on website **www.oaklands.medway.sc.uk**
- Tweet on **@oaklands_sch_CC**
- Facebook on **@OSandCC**

WHO TO SPEAK TO FOR ENQUIRIES

Liz Stamp School Business Manager

Leigh Cawe Attendance

Diane Mills Admissions

Carol Curtis Family Liaison Officer (*FLO*)

SENIOR LEADERSHIP TEAM

Barry Symons Headteacher

Catherine McLaughlin Deputy Headteacher

Louisa Jones Assistant Headteacher (*Teaching*)

Gillie Russell Assistant Headteacher (*Inclusion*)

PARENT HANDBOOK

Download the parent handbooks at www.oaklands.medway.sch.uk/parents/

PE TIMETABLE

Your child will not do PE as they take part in activities within the setting.



SEPTEMBER 2018 TO JULY 2019

Term 1

INSET 1: Monday, 3 September 2018 (RWI training)

INSET 2: Tuesday 4 September 2018

Start: Wednesday, 5 September 2018

Finish: Thursday, 18 October 2018

INSET 3: Friday, 19 October 2018 (RWI training)

Autumn break: Monday, 22 October 2018 to Friday, 26 October 2018

Term 2

Start: Monday, 29 October 2018

Finish: Wednesday, 19 December 2018

Christmas break: Thursday, 20 December 2018 to Wednesday, 2 January 2019

Term 3

INSET 4: Thursday, 3 January 2019

Start: Friday, 4 January 2019

Finish: Friday, 15 February 2019

February break: Monday, 18 February 2019 to Friday, 22 February 2019

Term 4

Start: Monday, 25 February 2019

Finish: Friday, 5 April 2019

Spring break: Monday, 8 April 2019 to Thursday, 18 April 2019

Good Friday: 19 April 2019

Easter Monday: 22 April 2019

Term 5

Start: Tuesday, 23 April 2019

Finish: Friday, 24 May 2019

Early May bank holiday: Monday, 6 May 2019

Late May bank holiday: Monday, 27 May 2019

May break: Tuesday, 28 May 2019 to Friday, 31 May 2019

Term 6

INSET 5: Monday, 3 June 2019

Start: Tuesday, 4 June 2019

Finish: Tuesday, 23 July 2019

Term 1

How am I different from my friends?

This topic the children will be learning about themselves. They will think about what they like and dislike and how they can play and learn.

Term 2

How do we celebrate?

The children will be exploring the cold and what changes happen in the winter. They will be learning about Christmas and learning how people celebrate this special time.

Term 3

How do toys work?

We will be sharing our favourite toys and games. They children will look at technology and traditional games. They will be learning how to play new games and how to take turns.

Year N



Term 6

How do we now its summer?

For the last term, we will be enjoying the summer. Children will be learning all about holidays, the sea side and enjoy exploring outside.

My World

Term 5

Who can help me?

This term the children will be looking at who is in their community. They will explore the local area and people who are there to help us.

Term 4

How do things grow?

With spring, the children will learn how the plants and trees change. They will learn about the weather and look at Easter celebrations.

LISTENING AND ATTENTION 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 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 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.’

MOVING AND HANDLING 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.

HEALTH & SELF CARE 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.

SELF CONFIDENCE 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 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.

MAKING RELATIONSHIPS 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.

READING 30 – 50 MONTHS

- Enjoys rhyming and rhythmic activities.
- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Beginning to be aware of the way stories are structured.
- Suggests how the story might end.
- Listens to stories with increasing attention and recall.
- Describes main story settings, events and principal characters.
- Shows interest in illustrations and print in books and print in the environment.
- Recognises familiar words and signs such as own name and advertising logos.
- Looks at books independently.
- Handles books carefully.
- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

WRITING 30 – 50 MONTHS

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

NUMBER 30 – 50 MONTHS

- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10.
- Knows that numbers identify how many objects are in a set.
- Beginning to represent numbers using fingers, marks on paper or pictures.
- Sometimes matches numeral and quantity correctly.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Shows an interest in number problems.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but anything can be counted, including steps, claps or jumps.

SHAPE, SPACE & MEASURES 30 – 50 MONTHS

- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in the environment.
- Uses positional language.
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.
- Shows interest in shapes in the environment.
- Uses shapes appropriately for tasks.
- Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

PEOPLE AND COMMUNITIES 30 – 50 MONTHS

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experience.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

THE WORLD 30 – 50 MONTHS

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment

TECHNOLOGY 30 – 50 MONTHS

- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Knows that information can be retrieved from computers

EXPLORING & USING MEDIA & MATERIALS 30 – 50 MONTHS

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

BEING IMAGINATIVE 30 – 50 MONTHS

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there
- Engages in imaginative role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
- Uses available resources to create props to support role-play.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.