

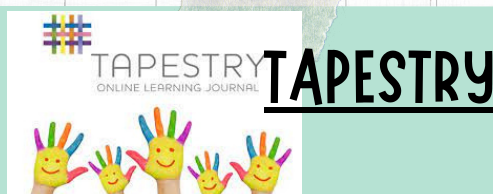
## LEARNING AT HOME GRID

Each half term has it's own learning at home grid.

This supports and enhances the learning the children are immersed in at school.

Links to learning questions and key texts.

We love to see what you do at home – please upload to Tapestry.



Here we celebrate children's individual and collaborative learning.

We also share things from home and their life outside school. Please ensure you are set up. Tapestry strengthens the school and home blend and supports children's development.

## £5 FUND



We ask for a £5 voluntary donation each half term.

This is paid into School Spider. The funds enhance the provision and learning experience for all children.

We have used this donation in the past for projects such as 'The Quiet Zone and The Sanctuary Garden.'

# NURSERY CURRICULUM INDUCTION

## LUNCH – SCHOOL GRID

As much as possible please order at home

10 mins per day = 50 mins per week = 3 hours a month ordering lunch – not teaching and having fun

Ensure you have included any allergies and dietary requirements



## MILK

It's free but you must sign up

Daily milk available



You may provide an alternative for any allergies or intolerances

## LABEL EVERYTHING

Please label EVERYTHING

We already have many items with no names



# QUALITY INTERACTIONS

## KEY FEATURES OF HIGH QUALITY INTERACTIONS:

1. THE ROLE OF THE ADULT IS TO BE ATTUNED AND RESPONSIVE.
2. THE ROLE OF THE ADULT IS TO LISTEN TO CHILDREN AND ENCOURAGE SUSTAINED BACK AND FORTH CONVERSATIONS.
3. WAIT! THIS IS A GOLDEN RULE: ALWAYS GIVE CHILDREN TIME TO LISTEN, PROCESS AND RESPOND. (AT LEAST 10 SECONDS!)

QUALITY INTERACTIONS ARE OUR GOLDEN TICKET ALONG WITH KNOWING WHEN TO OBSERVE AND NOT INTERRUPT THE MAGIC.

HIGH QUALITY INTERACTIONS IN THE EARLY YEARS  
The 'ShREC' approach



The aim of the ShREC approach is to provide early years professionals with a simple, memorable set of specific evidence informed strategies that can be embedded into everyday practice.

"When done well, high quality interactions often look effortless but they are not easy to do well."

EEF Guidance Report, Preparing for Literacy



This resource supports the 'Preparing for Literacy' guidance report.

Sh

Share attention

Be at the child's level. Pay attention to what they are focused on.

R

Respond

Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel.

E

Expand

Repeat what the child says and build on it by adding more words to turn it into a sentence.

C

Conversation

Have extended back and forth interactions. Give children time to listen, process and reply.

"A DISTINCTION IS SOMETIMES DRAWN BETWEEN TALKING WITH CHILDREN AND SIMPLY TALKING TO CHILDREN: TALKING TO CHILDREN TENDS TO BE MORE PASSIVE, WHILE TALKING WITH CHILDREN IS BASED ON THEIR IMMEDIATE EXPERIENCES AND ACTIVITIES AND IS LIKELY TO BE MORE EFFECTIVE."

# NURSERY CURRICULUM INDUCTION

## THE WHOLE BRAIN CHILD

SUPPORT CHILDREN TO UNDERSTAND THEIR EMOTIONS. COACHING THEM AND TEACHING TOOLS TO HELP REGULATE THEMSELVES IS CENTRAL IN OUR PRACTICE.

CONSIDERING 'THE WHOLE BRAIN CHILD' NURTURES THE CHILD'S DEVELOPING MIND AND EMPOWERS THEM TO THRIVE.

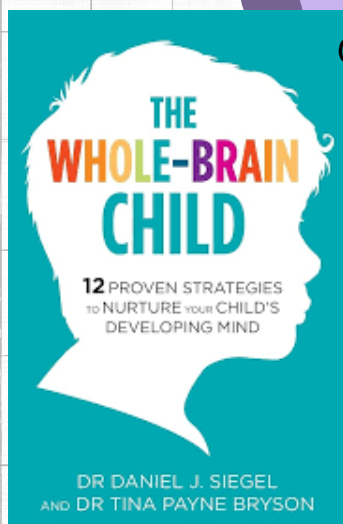
SOME WAYS WE SUPPORT THIS:

### RESTORATIVE APPROACH

PROMOTES EMPATHY, COMPASSION AND UNDERSTANDING AND WORKS TO BRING A SENSE OF CLOSURE/REPAIR TO DIFFICULT SITUATIONS.

### EMOTION COACHING

EFFECTIVE RESPONSES.  
EMPATHETIC ENGAGEMENT.  
CHILD'S EMOTIONAL STATE IS VERBALLY ACKNOWLEDGED AND VALIDATED  
PROMOTING A SENSE OF SECURITY AND FEELING SEEN.  
ACTIVATES CHANGE IN NEUROLOGICAL SYSTEM.  
ALLOWS CHILD TO CALM DOWN  
PHYSIOLOGICALLY AND PSYCHOLOGICALLY.





# PEDAGOGY- THE ART OF TEACHING. HOW WE TEACH, IN THEORY AND PRACTICE

Department  
for Education

## Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,  
development and care for children from  
birth to five

Published: 8 December 2023  
Effective: 4 January 2024

## Development Matters

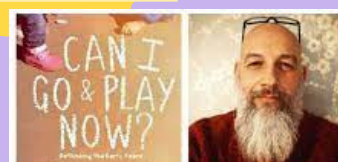
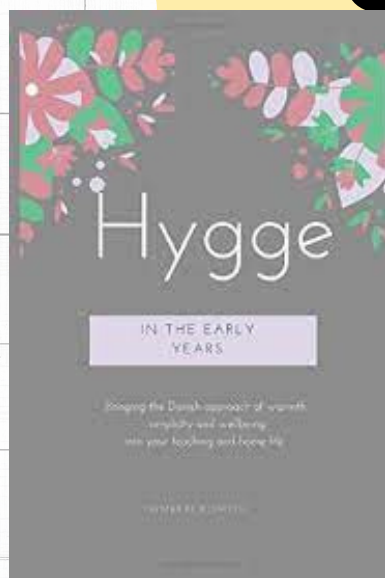
Non-statutory curriculum guidance  
for the early years foundation stage

First published September 2020  
Revised July 2021


**BIRTH TO 5  
MATTERS**

**Guidance  
by the sector,  
for the sector**

# ***NURSERY CURRICULUM INDUCTION***



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Best-Selling Author  
Early Years Consultant  
The Art of Message Centre

 early years stofroom



**OUR CONTINUALLY GROWING  
KNOWLEDGE OF  
THEORY, RESEARCH  
AND EFFECTIVE APPROACH =  
OUR STRONG  
PEDAGOGICAL BASE**

## FREEFLOW

### WHAT?

EXTENDED PERIOD OF TIME IN THE MORNING AND THE AFTERNOON WHERE CHILDREN HAVE THE FREEDOM TO DECIDE WHERE THEY WANT TO LEARN AND PLAY AND WHAT THEY WANT TO DO...

### WHY?

UTILIZE DIFFERENT SPACES  
SPACE TO INNOVATE, EXPERIMENT  
AND ASSESS  
CULTIVATES COOPERATION AND  
ACCEPTANCE  
PROMOTES ACTIVE INVOLVEMENT  
AND WILLINGNESS TO PLAY AND  
EXPERIMENT  
FIND THEIR OWN STRENGTH,  
OFFERING  
THEM A LEVEL OF FREEDOM AND  
INDEPENDENCE

## BENEFITS

INCREASED INDEPENDENCE FOR CHILDREN TO PLAY AND SET THEIR OWN LEARNING PATH.  
WIDE VARIETY OF OPPORTUNITY FOR CHILDREN TO ENHANCE THEIR CREATIVITY AND IMAGINATIVE THINKING.  
BETTER CHANCE FOR CHILDREN TO BOLSTER THEIR RELATIONSHIPS WITH THEIR ENVIRONMENTS THAT SURROUND THEM. AS WELL AS THEIR PEERS AND PRACTITIONERS. PRACTITIONERS OBSERVE CHILDREN'S DEVELOPMENT WITHOUT INTERFERENCE. PROVIDING A MORE TRUE TO LIFE INSIGHT

# NURSERY CURRICULUM INDUCTION

### WHAT HAPPENS?

- QUALITY INTERACTIONS
- HIGH QUALITY ENTICING PROVISION THAT EXTENDS AND CHALLENGES ALL CHILDREN
- PURPOSEFUL ADULT LED FOCUS ACTIVITIES
- OPPORTUNITIES FOR CHILDREN TO PURSUE THEIR OWN INTERESTS

FREEFLOW (CONTINUOUS PROVISION). ALLOWS CHILDREN TO BE CHILDREN AND HONOURS THEIR RIGHT TO PLAY THEIR OWN WAY. WITH THEIR OWN WORLDS. IMAGINATIONS AND CREATIVITY.