



Rothesay's Book of Home Learning

**Rothesay
Nursery School**

**a place to grow
and learn**

Rothesay's Aims

Children are the heart of our child centred, inclusive nursery school.

We provide high quality nursery education and care through an exciting and diverse play based curriculum, which develops children's skills for lifelong learning.

We work closely with our families, to foster high expectations for all our children.

We develop children's learning power by giving them opportunities to explore our extensive indoor and outdoor environment so they can reach their full potential.

We teach children to care for themselves and others and make healthy and sustainable choices.

Rothesay Nursery – a place to grow and learn

Rothesay's Curriculum

We follow Development Matters non-statutory guidance for the Early Years. Our nursery curriculum includes provision for the following seven areas of learning and experience:

1. Communication and Language

We provide children with opportunities to develop their confidence in communication through 1:1 conversations, small group work and modelling, alongside Makaton signing. This includes our children for whom English is an Additional Language. Our daily Language Groups are a fun, targeted group that children attend to support their level of speaking, listening and understanding through the use of Attention Boxes, songs, signing and story books.

2. Personal, Social and Emotional Development

A sense of self-worth and self-confidence are essential for child development. We encourage children to be independent and to feel safe and secure in environments away from their care-givers. We support our children to make positive relationships with both adults and peers, and to show respect to others. We offer opportunities for children to learn to manage their feelings and to express their emotions as well as to recognise how others are feeling.

3. Physical Development

Our indoor/outdoor environments provide children with the opportunities to be physically active and our meadow offers children experience to explore natural environments. We have a soft-play room which is used by all children to further develop their co-ordination, control and movement. We support the children to learn about and make healthy choices in relation to food at snack time. Our dressing up areas and outdoor weather gear offers the chance to develop self-help skills in getting dressed/undressed.

4. Literacy

We provide an environment rich in language and print, with a range of mark making tools for even our youngest children to access. We read books with the children daily and both fiction and non-fiction reading materials are in and around our nursery for children to access as they please. We have core books that are available and used regularly as a basis for learning to love and retell familiar stories. We support the children through phase 1 of phonics early in N1 and begin phase 2 as and when the children are ready.

5. Mathematics

We recognise that maths skills are part of daily life and as such, we ensure that all areas of our environments are rich in the vocabulary of numbers, shape and measure. We plan maths activities that will develop the children's passion to problem solve, notice patterns, and develop life skills. We understand the importance of children developing a confidence in the deep understanding of numbers 1-10 and the relationships between them and being able to make links and spot connections.

6. Understanding the World

We help children to make sense of the world through the exploration of a range of technology toys, of their physical environments and of their local and wider communities through books, stories and cultural celebrations. We use our outdoor areas to talk about growth, change and environments, and organise trips, and visits from members of the local community, to support their knowledge and understanding of society. We encourage children to ask questions and make observations about what they have noticed. We understand the importance of our children knowing that they live in a diverse community and the value of this.

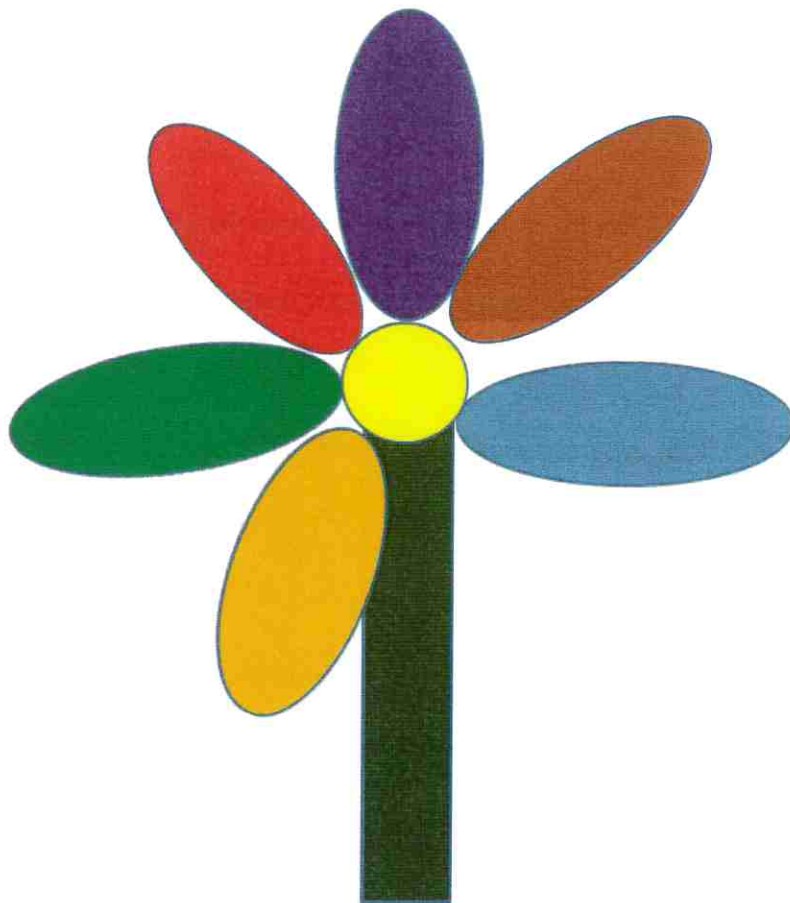
7. Expressive arts and Design

We support children to explore and interact with a wide range of media and materials. We help to enable children to grow in confidence when joining in with singing and playing instruments, both in the classrooms and in our fully resourced music room. We provide sessions of music, following Sound Communities as a basis, which allows children to work individually and in small groups, to develop their understanding of rhythm and how to express themselves through music. Dancing and movement are encouraged during children's play and art/craft activities are always available for children to access. Each

Rothesay's Enriched Curriculum

In addition to Development Matters Rothesay Nursery School provides an enriched curriculum. This curriculum has six additional aims:

- Know my name
- Tell you what my favourite book is
- Put on outdoor clothes
- Know and understand numbers 1-5
- Be creative and show you what I have achieved
- Help a plant to grow



Homework



Know my name

Following are the different stages children need to go through so that they are aware of their names and how to write their name. They need to know what a name represents and not only their names but the names of all their different family members. They need to understand that their written name uses letters. Many fun opportunities to mark make help strengthen the muscles needed for writing. After achieving these stages, they may be able to try to write their name.

The stages are:

To respond to my name

To be able to tell you my name

To recognise my written name

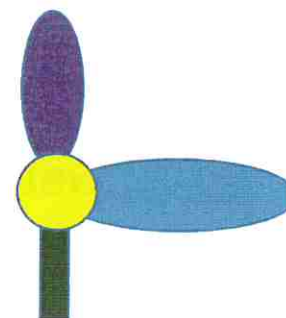
To mark make my name

To write my name

At home, you can:

- Dance to music with Flipper Flappers (scarves, socks or materials) and use them to make marks in the air. This will strengthen arm muscles, the muscles for writing.
- Make marks in trays with flour, rice or other food items. This can be fun and messy.
- Enjoy making marks drawing pictures together.
- Firstly adults to write names of drawing and then encourage the child to make marks to represent their names. Praise the mark the children make. This is emergent writing

Please share your child's achievements with their class teachers.



Tell you what my favourite book is

We want all children to have a love of books. If they love books, they will have their favourites. If they have a favourite book they will want to read. Reading is a necessary, lifelong skill. Being read to provides comfort for children, improving their concentration and focus. It gives children knowledge to understand and talk about the world around them. To tell you what their favourite book is, they will follow the different stages.

The stages are:

To share a book with an adult

To show an interest in the illustrations in a book

To look at a book independently or with a friend

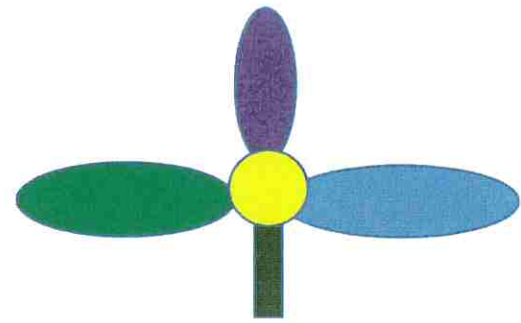
To experience a variety of books including fiction and non-fiction

To be able to tell someone what their favourite book is

At home, you can:

- Read a bedtime story. (Read books in your home language)
- Visit the library and choose a book.
- Tell your child what your favourite children's book is and why.
- Look at magazines, comics and talk about the pictures
- Encourage interest in pictures in books.

Please share your child's achievements with their class teachers.



Get Dressed Independently

Following are the different stages children need to go through to improve their self-help skills. Children who show a high degree of independence have higher confidence, self-esteem and motivation. Children need to get dressed independently and be ready to go. This is an important skill for when they go to primary school.

The stages are:

To know where my clothes are kept

To attempt to put on my own coat

To put on my own shoes/boots

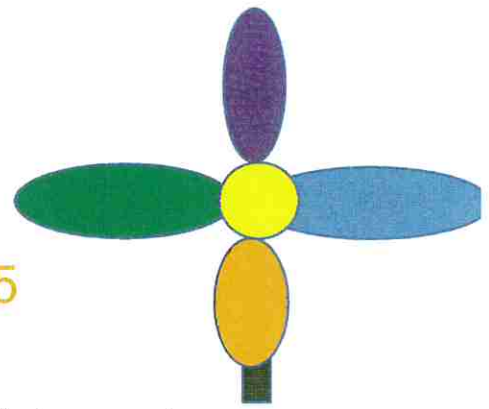
To put on clothes appropriate for the weather

Independently get dressed and be ready to go

At home, you can:

- Support your child to get their clothes out for the next day.
- Encourage your child to help with the laundry. They can sort and fold clothes and match different types of clothes.
- Play a sock matching game, hide different socks and encourage the children to find the matching pair.
- When you go out, get your child to put their own coat on.

Please share your child's achievements with their class teachers.



To know and understand numbers 1-5

Following are the different stages children need to go through to know and understand number. Numbers are used for counting and quantities, but children need to develop the other ways numbers are used. For example, for measurements, putting things in order and understanding values. We want children to understand number, not just say numbers.

The stages are:

To say numbers in play

To join in with number rhymes

To count objects 1-5

To recognise and match numbers 1-5

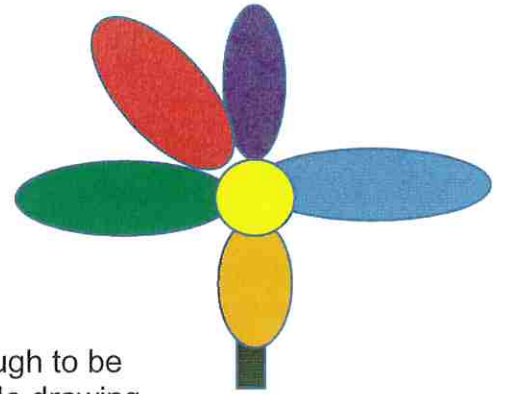
To make marks for numbers

At home, you can:

- Sing number rhymes (sing rhymes in your home language)
- Count everything, for example stairs, plates, spoons, steps, eyes, noses and fingers.
- Find numbers in the house, for example remote control, clock, and phone.
- Asks for one book, two toys, three crayons, four pieces of fruit and five balls.
- Make a tally of toys.

Please share your child's achievements with their class teachers.

Be creative and show you what I have achieved



Following are the different stages children need to go through to be confident in creating in different ways. Creativity can include drawing, model making, music, dance, pretend play and painting. Children need many opportunities to encourage creativity. It can sometimes get messy. In addition, children need the vocabulary and confidence to share what they have achieved.

The stages are:

To explore a variety of sensory experiences

To know that there are different ways of being creative (music, dance, paint, glue etc)

To be independent in different areas of creativity

To show imagination while being creative

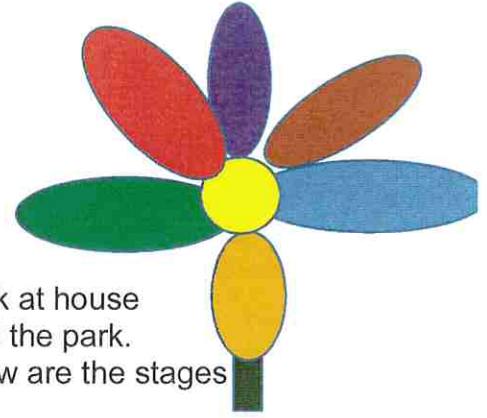
To be independently creative and have the confidence to show what I have achieved

At home, you can:

- Encourage children to make marks and pictures in trays of flour or rice.
- Dance for five minutes every day. Discuss what is your favourite music.
- Praise your child's creativity. Put pictures on the wall, video dancing or music making.
- Sing together. Sing softly, sing loudly, tap a beat on a saucepan.
- Talk about what your child has created with lots of praise. Allow them time to respond and describe what they have done.

Please share your child's achievements with their class teachers.

Help a plant to grow



You do not need a garden to help a plant to grow. You can look at house plants and flowers or explore different plants on a walk around the park. You can look at seeds in the fruit and vegetables that you eat. Below are the stages needed to understand what is needed to help plants to grow.

The stages are:

To notice plants and trees in the environment

To explore collections of natural materials

To understand what a plant needs to grow

To understand a seed and help it grow

To understand that food can be grown from a seed

At home, you can:

- When out for a walk, discuss what plants you can see.
- Plant cress seeds and watch them grow. Eat them after a week.
- Create a herb box and water twice a week.
- Plant a tomato seed from a tomato brought at the shop.

Please share your child's achievements with their class teachers.

