



# Finches

**Spring Term 1**

**January/February 2022**

## Welcome to Spring Term One

Hello and welcome back to everyone. Thank you to everyone for their lovely cards, gifts and festive wishes last term. We really appreciate your kindness. We hope that everyone was able to enjoy some family time over Christmas and we wish you all a very happy new year.

A huge welcome to our new starters this term, and a special welcome back to Miss Claridge. It has been lovely to meet everyone and we hope that you are already feeling like part of the JP family. The new children are settling into life at Nursery well, and all the children are enjoying getting to know new friends.

As always, if you'd like to talk to one of us about something, please let us know via Tapestry or the school office and we will arrange a time to speak to you. Thank you for your ongoing support, and please know that we are here to support you in any way we can.

Miss Allen, Miss Claridge, Miss Baker, Mrs Waites, Miss Goodchild

## VERY IMPORTANT—School Places 2022-2023

If your child is due to start Reception in September 2022, applications are due to close soon. If you have not yet applied for a school place, you must do so by the deadline of 15th January 2022.

### Nursery Timings

Rose Finches drop off: 8.45—9am

Rose Finches pick up: By 11.45am (main gate opens approx. 11.30am)

Bull Finches drop off: 8.45—9am

Bull Finches pick up: By 3.15pm (main gate opens between 3.05—3.10pm)

Fire Finches drop off: From 12.15pm

Fire Finches pick up: By 3.15pm. (main gate opens between 3.05—3.10pm)

If the main school gate is shut when you arrive, please use the buzzer on the main school gate.

If the Nursery wooden gate is shut when you arrive, please use the doorbell on the fence.

### Nursery Staff

#### **Nursery Teachers**

Miss Jennifer Allen & Miss Amy Claridge

#### **Nursery Nurse**

Miss Lisa Baker

#### **Nursery Support Staff**

Mrs Trisha Waites & Miss Kelly Goodchild

### Reminders

**Coats:** Please remember to bring a coat for your child. Coats should be warm and have hoods so children's outdoor play is not interrupted by cold or rain.

**Welly Boots:** You may like to keep a named pair of wellies at Nursery, or send welly boots on wet days. We do have spare wellies that can be borrowed.

**Water Bottles:** Your child can help themselves to drinking water throughout the session so please remember to supply a named water bottle.

**Snack:** You do not need to provide snack. We offer snack each day so children can choose from a selection of fruit and vegetables if they are hungry. They are also offered a carton of cow's milk, if they would like it.

**Naming Belongings:** Please remember to name everything, especially jumpers/cardigans, coats, hats, gloves and shoes. Items can be easily misplaced when they are taken off, but we are usually able to reunite them with the correct owner if they are named.



# Finches

Planning Overview Spring Term 1—January/February 2022

Jennett's Park Medium Term Plan: EYFS – Nursery

## PRIME Personal, Social, Emotional Dev.

### Making Relationships:

- 3 – Explores the environment, interacts with others, plays confidently and experiments with influence.
- 4 – Shows empathy and concern for others, co-operates and seeks out others.
- 5 – Seeks out others to share experiences and play ideas. Shows increasing impulse control.

### Sense of Self:

- 3 – Experiments with bodies and physical challenge.
- 4 – Makes choices/decisions and has ideas, learns that actions have consequences.
- 5 – Talks in more detail about similarities and differences between them and others. Shows confidence to try new things and ask for help.

### Understanding Emotions

- 3 – Expresses feelings and begins to show empathy.
- 4 – Thinks & talks about feelings, responds to others
- 5 – Talks about how others are feeling. Participates in collective co-operation.

## PRIME Communication and Language

### Listening and Attention

- 4 – Recognises and responds to sounds, plays with sounds, listens to songs and rhymes

- 4/5 – Listens to stories with attention and recall

- 5 – Talks and listens in conversation, follows direction

### Understanding

- 4 – Understands and follows simple and more complex instructions and sentences

- 4 – Understands simple questions – Who? What? Where?

- 5 – Why? And How? questions

### Speaking

- 4 – Holds conversation sharing feelings, experiences, ideas
- 5 – Retells past event, questions why things happen, uses talk to explain

## Spring Term 1

### 'Every Child an Artist'

## SPECIFIC Literacy

### Reading

- 4 – Recognises familiar images, logos, words, signs
- 4 – Joins in rhythmic and musical activities, clapping and instruments, actions and rhymes
- 5 – Listens to stories in groups, notices illustrations, recognises rhythm and claps syllables in words,

### Phonics

- Aspect 2 – Instrumental Sound, Aspect 3 – Body Percussion, Aspect 4 – Rhythm and Rhyme

### Writing

- 4 – Enjoys drawing and writing on different textures and distinguishes between marks made.
- 5 – Makes up drawing and gives meaning to marks, Makes marks to represent their name

## Characteristics of Effective Learning

Playing and Exploring - Engagement

Active Learning - Motivation

Thinking Creatively & Critically - Thinking

## SPECIFIC Understanding the World

### People and Communities

- 4 – Beginning to have own friends, Notices and talks about similarities and differences

- 5 – Shows interest in other people's lives/family customs

### The World

- 4 – Builds and constructs small world reconstructions, Technology

- 4 – Makes toys work and plays with water, investigates

- 5 – Retrieves information from and uses internet safely

## SPECIFIC Exploring Art and Design

### Creating with Materials

- 4 – Creates sounds and experiments with playing instruments, Experiments with shape, space, actions and sound, Enjoys and responds to colour play, Uses 3D and 2D structures

- 5 – Draws, Explores colour and how to change

### Being Imaginative and Expressive

- 4 – Represents own world, creates sound and movement
- 5 – Uses movement and sound to express ideas/feelings

## PRIME Physical Development

### Moving and Handling (Gross-motor)

- 4 – Sits comfortably and safely on a chair, Runs safely, walks runs and climbs at different levels, Moves in response to music and rhythms and chooses different ways to move
- 5 – Runs with spatial awareness,

### Moving and Handling (Fine-motor)

- 4 – Continues to develop preference for dominant hand and shows increasing control,

- 5 – Creates lines and circles, Manipulates tools and equipment

### Self-care

- 4 – Increasing control and independence with self-care and toileting, will have a go' and try, recognise some danger themselves, Expresses thoughts and emotions through words.

- 5 – Mirrors actions, Uses tools/equipment safely and thinks about how to reduce risk, Dresses self, attends to toileting needs by themselves.

## SPECIFIC Mathematics

### Number

- 4 – Notices changes and numerals
- 5 – Compares small groups, uses number names, recognises numerals, explores own marks to represent numbers

### Spatial Awareness

- 4 – moves bodies/toys/materials around to fit
- 5 – Predicts, moves and rotates objects to fit

### Shape

- 4 – Uses puzzles, Constructs, Notices similarities
- 5 – Responds to shape names, enjoys exploring and combining shapes to make 2D/3D models

### Pattern

- 4 – Sound patterns,

- 5 – Creates own patterns, predicts what's next

### Measures

- 5 – Recalls sequences

## PSHEC/Circle Time

Feelings

Candle Time

Diversity



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Planning Overview Spring Term 1—January/February 2022

## Jennett's Park Creative Journey Planner EYFS – Nursery: Spring 1 *Empowering our children to flourish and achieve under God's love*

Name of Unit: Every Child an Artist	
The Context (Why): Building confidence and taking responsibility. Willingness and independence working in group setting. Playing and interacting alongside others.	
<p><b>What do they need to know and understand?</b></p> <ul style="list-style-type: none"> <li>Rules, routines, relationships and interactions as part of a group</li> <li>Growing confidence to explore a variety of activities with increasing independence</li> <li>Willingness and resilience to try and 'have a go'</li> <li>Waiting for attention, time to talk and their turn</li> </ul> <p>Ongoing: Nursery rules and routines, Strong and secure relationships with Nursery staff, Good manners, Independence linked to self-help skills, High quality adult and peer interactions, Listening and attention skills, Rainbow Values and Owl Learning Behaviours</p>	<p><b>Educating for Wisdom, Knowledge and Skills</b></p> <p>To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.</p>
	<p><b>Educating for Hope and Aspiration</b></p> <p>To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds</p>
	<p><b>Educating for Community and Living Well Together</b></p> <p>To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.</p>
	<p><b>Educating for Dignity and Respect</b></p> <p>That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.</p>
<p><b>Immersion Activities</b></p> <p>Sensory Play</p> <p>Stories</p> <p>Art Work and Artists</p>	
<p><b>Inside Environment</b></p> <p>Expectations: Talk Time, Independence toileting, 'Choose it, use it, put it away'</p> <p>Continuous Provision: Safe, appropriate use of sensory play/mark making</p>	<p><b>Outside Environment</b></p> <p>Expectations: Talk Time, Independence safe decisions, 'Choose it, use it, put it away'</p> <p>Continuous Provision: Awareness of space and speed</p>
<p><b>The Challenge/Big Question</b></p> <p>What shall we create today?</p>	
<p><b>Challenge 10 Focus</b></p> <p>Visual and Active Learning</p>	
<p><b>Final Quality Products</b></p> <p>Collaborative Art</p> <p>Finger Paint Art</p> <p>Playdough Modelling</p> <p>Rock Painting</p> <p>Sensory Jar</p>	
<p><b>Trips/ Visits / Experiences</b></p> <p>Chinese New Year Workshop</p> <p>Light and Sensory Room</p>	
<p><b>Real life context and links to Wider World (International/ Charity/ World of Work)</b></p> <p>Links: School Community -Pause Day</p> <p>Real life: Chinese New Year, Safer Internet Day</p> <p>Real Life Cooking: Following recipes</p>	
<p><b>Owl Learning Behaviours</b></p> <p>C – Collaboration O – Optimism</p> <p>P – Perseverance P – Pride</p> <p>I – Independence C – Challenge</p> <p>MD – Managing Distractions</p> <p>Through modelled play</p>	<p><b>Rainbow Values</b></p> <p>♥ Love Honesty Respect</p> <p>Peace &amp; Forgiveness Patience</p> <p>Support Kindness Joy</p> <p>Through modelled play</p>
<p><b>How to Share and Celebrate Success/Home Projects</b></p> <p>Daily Tapestry updates via Finches</p> <p>Regular Tapestry updates via individual child profiles</p> <p>Posts from home: My Pet Rock</p>	