



# Howard Street Nursery School

## A Starting School Framework-post COVID 19

When children start, it is important to develop their prime areas of learning, these underpin the specific areas of learning. Young children need to:

- Adjust to separation from their parent/carers to new, unknown carers (teacher and key person).
- Develop an attachment with their key person.
- Get to know their way around a new environment.
- Develop a sense of independence in nursery routines.
- Learn to share adults and play materials with other children.
- Get used to new set of expectations for behaviour.
- Adjust to a new routine.

The skills children will learn in the prime areas of learning will support a child's lifelong learning journey. Nursery teachers and children's key person should:

- Use the information gathered through transition programmes such as stay and play sessions/family welcome meetings/ new parent meetings/transition records and learning journals to plan for developmental needs of each unique child.
- Build on initial positive relationships with parents and carers to celebrate each unique family.
- Provide an enabling environment that allows children to make choices and initiate their own ideas, planning from children's interests, needs and fascinations.
- Spend time with children explaining how to access and use equipment, to promote independent learning.
- Use observations to build an ongoing picture of the child's learning and development, in particular within PSED, CLL and PD. This will form the child's baseline assessment that staff will input on the school's tracking system.

\*This framework will be used throughout the year at the start of each term and for in year admissions.

## A Starting School Framework

### Young children need to learn:

<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Separates from main carer with support and encouragement from a familiar adult.</li> <li>• Uses a familiar adult as a secure base to explore the new environment.</li> <li>• Responds to a few appropriate boundaries, with encouragement and support e.g. holding a spoon or putting an apron on.</li> <li>• Plays alongside others.</li> <li>• Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” when doesn’t like something.</li> <li>• Begin to make relationships with peers.</li> <li>• To begin to show respect for other children’s personal space.</li> <li>•</li> </ul>	<p><b>CL</b></p> <ul style="list-style-type: none"> <li>• To want to communicate with others (verbally or non-verbally).</li> <li>• To want to communicate their own feelings.</li> <li>• To listen and begin to follow simple instructions in developmentally appropriate ways.</li> </ul>	<p><b>PD</b></p> <ul style="list-style-type: none"> <li>• Beginning to be independent in self-care, but still often needs adult support.</li> <li>• To be willing to explore the environment through gross and fine motor activity.</li> <li>• To have the body confidence to begin to explore the indoor and outdoor spaces safely.</li> <li>• To grasp mark-making implements and small tools, toys and resources with increasing control.</li> </ul>
<p><b>U of W</b></p> <ul style="list-style-type: none"> <li>• To know their way around the new environment.</li> <li>• To show curiosity and interest, and use senses to explore.</li> <li>• To show interest toys with buttons, flaps and simple mechanisms, and beginning to learn to operate them.</li> </ul>	<p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>• To show an interest in sorting and counting when playing and tidying up.</li> <li>• To be able to sort and match when tidying away.</li> <li>• To know the daily routine.</li> </ul> <p><b>LITERACY</b> Listens to and enjoys rhythmic patterns in rhymes, songs and stories. Begin to look at books and enjoy stories.</p>	<p><b>ED</b></p> <ul style="list-style-type: none"> <li>• To be motivated to try new creative experiences.</li> <li>• To begin to move to music/listen or join in with rhymes or songs.</li> <li>• To begin to play imaginatively.</li> </ul>

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