

Play Station Nursery

Age group 0-2's Long Term Plan (2013-2014)

(in accordance with the Welfare Requirements, EYFS and Every Child Matters)

Personal, Social and Emotional Development:

Our nursery school believes that all children are of great importance and we believe that to be able to learn they need to feel safe, secure, happy and confident. They need support in understanding their own rapidly growing range of abilities and emotions, how to get on with each other and how to make friends, as well as understand what is considered to be acceptable and unacceptable behaviour. In the early months babies become very socially orientated, though their primary interest remains on what can and should be done for them. This can be a rewarding yet exhausting period. It is important to acknowledge that for a babies stress levels to remain within safe limits they must not be left for prolonged periods to cry or 'settle themselves'; a practice that can cause damaging levels of cortisol to be released into the brain. Adult comfort, love and reassurance can however be the effective off switch.

Such young children have a natural preference for high pitched sing song sounds (instinctive in many of us when talking to babies). At Play Station children gain great joy and happiness from our daily music sessions. Other planned activities will be based on the abilities and interests of the children and with adult support will serve to encourage children's positive attitude towards new experiences and their own learning. Children need to believe that they are valued and by building a positive community spirit and by facilitating good communication between the home and the setting, children's levels of security and confidence will be enhanced. In believing this we ask parents to support our setting ethos of open and respectful communication, whilst continuing to communicate with their children in recognising all positive behaviour in a consistent and encouraging manner, however small children's achievements may be.

Communication and Language:

Children's language development for communication and thinking will be promoted through the use of daily child/adult interaction. Much of a young child's communication will be non-verbal ,yet their facial expressions and the sounds they make will tell us what we need to know much of the time. Reciprocal communication between children and adults is the most powerful learning tool at our disposal. The most expensive toys in the world will teach children very little if there is not a playful adult willing and able to support their learning and effectively extend their

thinking. By age 8 months most children find communication an enjoyable activity in its own right. Playing repetitive interaction games become even more crucial. Sentences remain short, melodic, repetitive but simple. Between 12 and 18 months children begin to crack the language code. Repeating what the children have said encourages them to say even more whilst adding new words within a context that they understand will extend their vocabulary.

At Play Station we endeavour to provide a broad and language rich environment that will allow a good and smooth pathway toward children's future reading and writing. Some activities will be done as a group but more often than not the nursery day will allow us to work with children on a more spontaneous basis. *It is when children are in play mode that they are also in the best mindset for learning. When learning becomes a part of a child's play it captures their interest in a way that formal learning will not.*

Communication is a crucial part of your child's development. Without good communication skills your child may suffer frustration and/or anger; perhaps finding themselves unable to socialise as they might wish to. *If you are at all worried about your child's communication skills please ask our advice.* It is not uncommon for us to work with other professionals in enhancing this area of a child's development.

Physical Development

Using children's photographic diaries to make comparisons can also promote children's learning as regards their bodily awareness and changes that take place as they grow, including growing physical ability in most cases. As well as opportunities to play more freely in the garden we will continue to make regular trips to the park. A portable climbing frame and active music sessions are used to ensure children's sense of balance, space and gross motor skills are nurtured. Using equipment whilst cooking, painting, drawing and constructing will all serve to increase each child's physical development, including their fine motor skills. Activities of this kind will offer great support to the development of children's fine motor skills; skills that are needed to be able to hold a pencil correctly for future writing skills. Children are encouraged to consider healthy eating as a precursor to having a healthy body and lots of positive energy. Many parents find feeding a difficult time so attached is a quick guide that we hope might help.

Literacy:

At Play Station we endeavour to provide a broad and language rich environment that will allow a good and smooth pathway toward children's future reading and writing. Some activities will be done as a group but more often than not the nursery day will allow us to work with children on a more spontaneous basis. It is when children are in play mode that they are also in the best mindset for learning. When learning becomes a part of a child's play it captures their interest in a way that formal learning will not. Books are a large part of nursery life and will be used to promote happiness, communication skills, knowledge, the list is endless.....

Mathematics.

All children will have the opportunity to increase their development in this area using such activities as cooking, construction, exploring different materials, colours and amounts. During cooking and messy play activities for example, concepts such as weight and measurement can begin to be explored alongside counting, shapes and quantities. Number rhymes are part of the daily routine and general maths language such as big, small, larger and heavier can be used during daily interactions and specifically during focused problem solving activities. This area of children's development is very much complimented by aspects of knowledge and understanding of the world. For trained and experienced practitioners it is a particular focus of child development but it is just as easy for parents to count what goes in the shopping trolley, sing rhymes on a car journey, watch the snow melt, an ice cube defrost or build a lego bridge that will fit a toy car underneath, how many red cars you pass or how many people the table needs to be laid for, for example.

Understanding the World

This too is an area of learning that can be enhanced through the simple activity of cooking, looking at how equipment and tools can be used safely to change things. Sand, water and mud play may appear messy and without structure however with the correct adult support these can be the beginnings of encouraging children's scientific exploration and investigation of the world around them. Staff will encourage children to consider the difference in media and material, wet to dry, soft to hard, liquid movement to solid objects.

The use of factual books in showing children the exciting diversity that exists within our world is invaluable, as is ICT. Small group activities will be used to explore this. The use of

photographs particularly the children's own learning journey's can be used to increase each child's sense of themselves as well as introducing the concept of time and place.

Expressive Arts and Design:

Many media and materials will continue to provide children with the opportunity to be creative in a way and with materials that interest them and give them the opportunity to express themselves. It is important to remember that at this stage in your child's development the process of making something is much more important to their development and valuable to them as an individual than the end product. Children can often be seen creating something then folding it up, painting over it or even tearing it up. This is not necessarily an act of destruction but merely a child displaying schematic behaviour or deciding that the project has in fact reached its natural end. Children wishing to be destructive will inevitably destroy someone else's work rather than their own, so please don't assume this is negative behaviour. Providing for imaginative play through providing well resourced home corners and small world toys will continue to be a priority.

Through our daily music and movement sessions Play Station staff will be able to link in many aspects of the Early Years Foundation Stage, as songs and rhymes will often involve counting (1,2,3,4,5 once I caught...), knowledge of the world (old MacDonald...), physical (head, shoulders, knees and toes...), social skills (sharing instruments around the room), communication (repetitive use of language), creative (the opportunity to be expressive in movement or sound). Music and singing as a key element of child development should not be underestimated, please take every opportunity to share and enjoy appropriate songs together.

Fussy Eaters: both born and made

Infants are born with a liking for a sweet taste, all other taste combinations have to be introduced and learned. There is no evidence to suggest that babies and children prefer bland tasting foods. The first stage of food acceptance is about learning to like what is available , this includes a variety of colour and texture. Infants need to have different tastes introduced to them within the first six months if they are to learn to enjoy them (or as soon after 6 months as possible). At seven months children should be allowed to experience finger foods as part of the texture/sensory learning process. Without opportunities to handle their own food children may well develop super sensitivity and become less able to cope with new and various food. Generally, the later solid foods are introduced the more difficult meal times become.

Infants need time and opportunity to learn the tongue movements necessary to control the food in their mouth. Trying to force or overly coax a child to eat will more than likely make the problem of refusal worse. Continuing to give children a food they have clearly developed a dislike for will make the child anxious and less likely to eat. Please request the more detailed information sheet 'Weaning babies from 6 months and continuing on to a healthy diet'.