



## ONWARDS AND UPWARDS:

### THE KINDERGARTEN

Situated in the grounds of one third of an acre, overlooking Wolstanton marsh, Southlands Kindergarten is a purpose build nursery school registered for 26 children daily, whose ages range from 2 ½ to 5 years old.

Outdoor play is a big part of life at Southlands and we encourage children to participate in a whole range of free flow activities outside. We provide raincoats for children to give them the opportunity to play outside in all weathers.

Quality play equipment is plentiful which gives your child a wonderful opportunity to enhance their physical development and social skills.

Our extra-curricular activities include weekly dance sessions, Spanish lessons and 'Little Poppets'.

At Southlands we have excellent links with the local and wider community. We have our own minibus which enables us to take part in a variety of activities and make visits to a wide range of interesting places. We make twice weekly visits to the Swimming baths and also make regular visits to parks within the local area.

Inside the Kindergarten children are fully stimulated and engaged in the vast range of activities and experiences on offer. Staff have a secure understanding of child development and use this to carefully plan next steps for each child. The framework that we follow is called The Early Years Foundation Stage (EYFS).

## The Prime Areas:



### Communication and Language



#### Listening and Attention:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

#### Understanding:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

#### Speaking:

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



### Physical Development



#### Moving and Handling:

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively; including pencils for writing.

#### Health and self-care:

Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



## Personal, Social & Emotional Development

### Self-confidence and self-awareness:

Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.

### Manage feelings and behaviour:

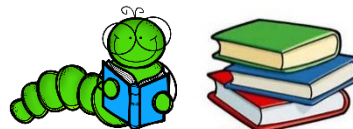
Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### Making relationships:

Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

### The Specific areas:

AaBbCcDdEe Literacy



### Reading:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

### Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.



## Understanding the World



### People and communities:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others and among families, communities and traditions.

### The World:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

### Technology:

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.



## Expressive Arts and Design



### Exploring and using media and materials:

Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being imaginative:

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

These elements are all incorporated in our Early Years Foundation Stage. For further information or if you would like to download a copy of the EYFS it is available at

[www.education.gov.uk/publications](http://www.education.gov.uk/publications) or [www.early.education.org.uk](http://www.early.education.org.uk)