



On a learning journey..
in our 'Littles' areas

with
Fit N Fun Kids

Welcome to our Little's area within our setting here at Fit N Fun Kids!



As your 'little' ones become more independent our 'Little's' areas are designed to support such independence both inside and outside with free flow areas, allowing choice of environment in which to learn and grow.

This booklet aims to cover what we do within the setting to develop learning and understanding within the three prime areas and four specific areas. We have also included some ideas and ways in which you can support your child within each of these areas at home.

We are always here to answer your questions so please do not hesitate to pop in and see us to discuss your child at any time!

Fit N Fun Kids Team



All of our planning incorporates the characteristics of effective learning (Playing and exploring, active learning, creating and thinking critically), which encourages the children to become active learners, critical thinkers and motivated to explore their surroundings to develop and challenge their understanding.

We cover the three Prime Areas within the Early Years Foundation Stage:

- **Personal, Social and Emotional Development**
- **Physical development**
- **Communication and Language**

These three areas are fundamental in supporting learning and development within the remaining four Specific Areas. The specific areas include the essential skills and knowledge needed, this covers:

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

How we support your children's learning:

Coming up are some examples as to how we are supporting your children's learning and additionally some ideas and activities towards how you can help support them with this too.

Prime Areas

Personal, Social and Emotional Development (PSED)



PSED is further broken down into three subsections, covering:

- **Making Relationships**
- **Self-Confidence and Self-Awareness**
- **Managing Feelings and Behaviour**

How we help the children to develop within this area -

Daily carpet times - this gives the children opportunities to choose stories or songs that they enjoy which allows them to express their own preferences and interests as well as encouraging the children to join in with new songs and actions.

Incorporating the British Values within our activities – we promote mutual respect, tolerance, individual liberty and rule of law, helping to develop an awareness and understanding of a range of cultures and beliefs, such as Christmas, Diwali and Thanksgiving.



Small group games – Puppets, emotion cards and role play – this helps the children to learn how to deal with different emotions / situations to support self-regulation and dealing with conflict. These resources are always freely available for the children to explore and an adult close by to help resolve any conflict that may arise.

Setting clear boundaries and routines and involving the children in this - we have a 'Now and Next' board in the room and we use traffic lights to help the children understand the transition between activities.

Building strong relationships with staff and other children – in the Littles Room we promote relationships by encouraging the children to join in one to one with adults and other children as well as small group games (to promote turn taking, sharing and building relationships). These strong relationships help the children to separate from their main carers as well as a familiar adult to seek comfort from if needed.

What can you do at home?

Ensure children are aware of the boundaries and routines expected within the home.

- **Encourage sharing and turn taking with siblings and family members.**
- **Reward with lots of praise-building self esteem.**
- **Give them smalls jobs around the house to promote self confidence.**

Communication and Language



Communication and Language is further broken down into three sub-sections:

- **Listening and attention**
- **Speaking**
- **Understanding**

How we help the children to develop within this area -

Whole group story and singing sessions – this may be with props, a book or story sacks which use a range of different methods to expose children to a broad range of vocabulary and the language and structure within stories.

Opportunities for role play –there is always lots of resources which encourages turn taking in conversation, using a range of vocabulary and listening skills, and acting out previous experiences.

Makaton- in the Little's Room we use Makaton throughout the day, during snack, story time and song time. There is a sign of the week which is linked to the theme.

Modelling effective communication- all staff spend lots of time talking with and listening to the children, using age-appropriate, simple language. Holding a conversation, allowing the children to change the topic encouraging the use of word endings and allowing the children time to respond and find their words. Adults repeat and model language to help the children to learn how words are pronounced.

Cosy/ quiet corner- with puppets, books and soft toys to allow children to look at books independently or with other children/adults.



What can you do at home?

Look through photos of past experiences - encourage your children to talk about these.

Read, read, read! - share books together regularly to expose children to print and a range of vocabulary. This will increase their vocabulary range and develop their ability to listen, process and respond to what they have heard.

Model effective communication – comment on what is happening, model a range of vocabulary, don't be afraid to use big words, have lots of conversation about a range of things, modelling how to turn take and how to be a good listener.

Draw attention to print within the environment – look at labels, road signs, print in books, on the computer, so children develop awareness to how print carries meaning.

Physical development



Physical development is further broken down into two sub-sections:

- **Moving and Handling**
- **Health and Self-care**

How we help the children to develop within this area -

Funky fingers activities – this may be picking up pompoms with tweezers, using pegs, threading beads, mark-making, all of which aims to encourage the essential skills and muscles needed for writing such as holding a pen in a pincer grip and effectively using their hand eye co-ordination.

Forest School, Wake and Shake sessions – to encourage gross motor skills and co-ordination such as balancing, jumping, skipping, avoiding obstacles etc.

Books – books are freely available for the children to explore on their own or with friends in our quiet area, the children are encouraged to turn to pages themselves starting with board books and then exploring paper books.

Lots of opportunities for mark-making across all areas of learning – we incorporate mark-making within all of our activities, encouraging the children to apply meaning to the marks they make.

Promoting independence within health and self-care – encouraging children to dress themselves, attend toileting needs and wash and dry hands independently, the children are encouraged to drink from a cup at meal times. Competently using spoons and forks.



We encourage and explore a range of foods promoting a balanced diet – for example by cooking, growing fruit and vegetables, pouring their own drinks at snack time, buttering their own crackers etc.

Starting to use the potty/toilet- we encourage the children to start to use the potty /toilet during nappy time as well as encouraging the children to tell us when they need their nappies changed.

What can you do at home?

Encourage mark making – ask your child to help you make a shopping list, write cards, or labels for things. This doesn't have to be actual letters; they may form lines and circles and apply meaning to these marks.

Explore the outdoors – experiment with moving in different ways, play ball games, do some skipping, practice riding scooters and bikes.

Encourage independence in dressing and toileting – allow your children to choose what they would like to wear and get dressed themselves. Encourage the use of the toilet at home.

Specific areas

Literacy



This is divided into two sub-sections:

- **Reading**
- **Writing**

How we help the children to develop within this area –

Whole group story and singing sessions – this may be with props, a book, story map, using a range of different methods to expose children to a broad range of vocabulary and the language and structure within stories.

Lots of opportunities for mark-making across all areas of learning – we incorporate mark-making within all of our activities, encouraging the children to apply meaning to the marks they make, and write names on their work etc.

Drawing attention to print within the environment and exploring print– we talk about signs and letters that we see around the nursery, outside and when we are out on walks in our local area.

Access to a range of books at all time – making reading books fun and interesting one to one and in small groups, the children have access to books at all times.

Funky fingers activities – This may be picking up tweezers with pompoms, using pegs, threading beads, mark-making, this aims to encourage the essential skills and muscles needed for writing such as holding a pen in a pincer grip and effectively using their hand eye co-ordination.

Song-time - we have song-time every session and the children join in with nursery rhymes and are given the opportunity to choose the songs they want to sing and also learn new songs.



What can you do at home?

Read, read, read! - share books together regularly to expose children to print and a range of vocabulary. This will increase their vocabulary range and develop their ability to listen, process and respond to what they have heard.

Draw attention to print within the environment – look at labels, road signs, print in books, on the computer, so children develop awareness to how print carries meaning.

Encourage mark-making – allow your children to make shopping lists, use chalks outside and a range of different resources. Allow time for the children to tell you what they have drawn or written.



Mathematics:



This is divided into 2 subsections:

- **Numbers**
- **Shape space and measures**

How we help the children to develop within this area –

Provide children with a reason to count – giving them a purpose for using numbers, such as counting out animals onto Old McDonalds farm or counting the number of children at their table for snack/ activities. Using language of more and fewer.

Having a number rich environment – we use numbers in all our activities as well as having them around the Littles Room and outside

Shapes - we encourage the children to talk about simple shapes and patterns in pictures/ play. We have activities that encourage the children to categorise objects according to properties such as shape or size

Time based events – we have a routine in the Littles Room and we use our 'Now and Next' board to help the children to understand this, we also use traffic lights to help the children understand the transition between activities.

Positional language – for example challenging the children to place Incy Wincy next to, on top of, inside, behind the water spout.

Time related language –using our floor book to look at past, present and future activities and experiences.



What can you do at home?

Count anything -from the number of fruit in the fruit bowl, the number of lampposts you walk past when out for a walk, or number of odd socks in the washing pile!

Recognising numerals in the environment – draw attention to the numbers on buses, on sign posts, comparing door numbers, numbers on packaging, tickets etc.

Matching – matching up socks, pairs of shoes – looking at colours, patterns, order them by size.

Looking at shapes in the environment – look at the shapes of plates, mats, food, signs, toys etc.

Understanding the World



Understanding the World is split into three sub-sections:

- **People and communities**
- **The world**
- **Technology**

This is what we do to help the children develop within these areas:

Celebrating cultural and local festivals – we cover various celebrations and important dates such as Diwali, Christmas, Remembrance day, providing real experiences to support their learning, such as making a poppy wreath and taking it down to the local monument or creating their own diva lamps out of air drying clay and lighting these to celebrate the festival of light. This is an important area of learning linking to our British Values and creating an awareness of different cultures and beliefs.

Forest school – weekly sessions in the woods using the natural resources around us assists children in developing their understanding of the natural world and in identifying changes, similarities and differences between things they have observed and taken part in first hand. For example we may challenge the children to gather some twigs, leaves and other natural objects to design a shelter, collect a range of natural objects which are different in colour, look at the various seasons, or use these natural resources to make artwork.

Role play – we have role play resources available both inside and outside, these encourage the children to take on a role in their play, imitating everyday actions and events from their own family and cultural backgrounds.



Making friends – friendships are encouraged between the children and adults are around the help the children start by playing alongside each other before allowing time for them to build their friendships independently.

Family Books – when the children start we ask parents to bring in pictures of the children and people who are close to them (friends, family, pets, etc.). This encourages the children's sense of their family and relations. We also find that this can help the children to talk about their families while looking at their own family books with the other children and staff.

Exploring a range of technology – we encourage the children to interact with a range of ICT equipment, completing a simple programme on the tablet, cameras, tablets, keyboards, pretend phones, walkie-talkies etc. Overall aiming to extend their awareness and experiences of interacting with ICT equipment. The children are provided with resources that encourage them to operate a range of objects from turning the knob on a windup toy or learning how to pull back a friction car.

Small world play – providing the opportunity to build and play with train tracks, car tracks, dolls house, little people and animals etc. to help develop their understanding of everyday experiences.



What can you do at home?

Celebrate special occasions and talk about these – look back at previous celebrations / birthdays and how the children / family have changed and grown up.

Explore the outdoors! – there is so much to see, do and explore around us, collect natural objects, listen to the birds in the trees, look at different leaves, flowers, shells etc.

Celebrate cultural celebrations around the world – for example have a Chinese themed night to celebrate Chinese New Year or light some candles to celebrate Diwali. Watch programmes that promote cultural celebrations and diversity, Cbeebies have some great ones – such as ‘Where in the World’.

Explore ICT – encourage children to take photos, videos, interact with a range of ICT equipment, use electronic scales whilst baking, or change the channel on the TV / turn the music up or down.

Encourage small world play – play with toy cars together for example, talk about where you are going in the car and what you need to do before you get there etc.

Expressive Art and Design



Expressive Art and Design is split into two sub-sections:

- **Exploring and using media and materials**
- **Being imaginative**

This is what we do to help the children develop within these areas:

Lots of singing – we have regular singing sessions, this may be whole group, small groups, indoors or outdoors, using instruments or our body parts to create music and rhythm, singing altogether or taking turns.

Wake and Shake - to encourage gross motor skills and co-ordination such as balancing, jumping, skipping, avoiding obstacles etc. This also encourages the children to listen and follow instructions while expressing themselves.

Experimenting with different colours and textures – we provide the children with a range of media and materials to explore from paints to gluing and sticking, dried rice and beans or cooked noodles, to support them in learning about textures, colours and how these can be adapted and changed.

Construction – construction is available for the children to access at all times, this is to encourage the children to experiment with blocks both outside and inside. Using large and small blocks as well as using natural resources.

Musical instruments – in the Littles Room we use musical instruments in small groups during song-time and also during wake and shake sessions. Instruments are also available to explore independently during free play.

Role play – role play enables the children to act out previous experiences, address misconceptions, play out new ideas and thoughts and use their imagination to take them to different places and events. Developing stories, communication skills, relationships and learning to turn take, overcome conflict and share ideas. We often link our role play to the children’s interests, such as creating a doctors surgery, vets or home corner.



What can you do to help at home?

Join in with your child’s imaginary play - asking questions to extend their thinking, take on a role too, talk about what role they are taking on and encourage them to think about what props they could use etc.

Get creative – take some chalks outside to do some mark making and add lots of opportunities for drawing and painting, explore cooked and uncooked food e.g. pasta before and after it is cooked and construct and build together using lego, blocks etc.

Create natural art – collect some sticks, stones, leaves and challenge your child (and yourself) to create pictures out of these.

Sing – sing with your children, this can be done anywhere!

Dance – experiment with different ways of moving, how would they move if they were angry? Happy? Sad? Excited? Dance together to the radio, instruments, adverts, music.

If you have any questions please pop in and see us, we are happy to provide more information or answer any questions you may have.





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