



Jess
Room Lead



Ali
Practitioner

Significant sign



THANK YOU

Expressive Vocabulary/ focus words

- ☐ **Language** – the way we communicate with others
- ☐ **Different** – not the same as something else
- ☐ **Listen** – using our ears to hear what someone is saying
- ☐ **Welcome** – making someone feel happy, safe and included
- ☐ **Respect** – being kind and caring towards others and their differences 🧡

Our Nursery Values

‘A place to learn, play and belong’

Respect – Treating others politely, listening and valuing everyone

Trust – Building safe and secure relationships between children, staff and families

Honesty – Encouraging children, staff and families to tell the truth and learn responsibility

Kindness – Caring for others, helping friends and showing empathy

Daily Activities – Please note these will be rotated termly

Monday – Arts and Crafts

Tuesday – Outdoor Learning

Wednesday – Cooking and food exploration

Thursday – Music and Movement

Friday – Stories and Communication

Parent advice and guidance

Over the coming weeks, we will be supporting the children as they get used to their nursery routines again, or begin creating new routines away from home. We understand that this can be a big change for little ones, and we will provide plenty of reassurance, encouragement and familiar routines to help each child feel safe, secure and confident. - [Settling children into nursery](#)

This Month's traditions and festivals we're Learning and Celebrating:

 European Day of Languages – 26th September

This month we will be celebrating European Day of Languages, giving our children the chance to explore the different languages and cultures within our wonderful community.

We'll be learning simple words such as “hello,” “please,” “thank you” and “goodbye”, as well as enjoying songs and stories from around the world.

If your family speaks another language at home, we'd love you to share a few words or phrases with us for the children to learn.

It's a lovely way to celebrate our different languages, families and cultures and show children that everyone is special.  

Area of development	Intent – What do you want them to learn?	Implement – How will their learning be supported?	How to support this at home?
Personal Social and Emotional Development			
Social and Emotional	• Build secure attachments • Express preferences and decisions. • Try new things and start establishing their autonomy. • Establish their sense of self. • Thrive as they develop self-assurance.	• Provide group sensory or play activities that invite interaction (bubbles, music, water play). • Maintain predictable daily routines to give babies a sense of security. • Spend one-to-one time reading, singing, or cuddling. • Support parent-practitioner communication to share routines, likes, and cues. • Giving children (over 1) options e.g. snack times to choose between milk or water • Encourage babies to try new things e.g. foods at mealtimes and activities they might not particularly do. • Be positive and interested in what babies do as they develop their confidence in trying new things. • Babies develop a sense of self by interacting with others, and by exploring	• Practice simple social routines like greetings, waving, and playing turn-taking games to help your baby develop early social skills. • simple, guided choices and lots of repetition to build autonomy. • helping your baby feel confident, heard, and involved in small decisions during everyday routines. • build an early sense of self by creating a warm, responsive environment where the baby feels safe, valued, and understood.

		• their bodies and objects around them, inside and outdoors. • Respond and build on babies' expressions and gestures, playfully exploring • the idea of self/other • Provide consistent, warm and responsive care.	
Independence	• Self-feeding and drinking • Hygiene awareness	• Encourage babies to practice holding open top cups or bottles and drinking independently. • Offer opportunities to use spoons and fingers for self-feeding with age-appropriate foods. • Model washing hands before meals and after messy play. • Support babies to wipe their own faces and hands after eating. • Provide easy-to-use utensils and cups that suit little hands. • Celebrate small achievements to build confidence and independence.	• Give your baby an open cup to explore at mealtimes and/or during water play. • Encourage self-feeding: Let your baby use spoons or fingers with soft, age-appropriate foods.
Physical development			
Fine motor	• Improve hand eye coordination • Strengthen grasp	• Provide age-appropriate toys to reach, grasp, and hold, such as soft blocks, rattles, stacking cups, and balls. • Encourage posting objects into containers or shape sorters to develop precision and hand control. • Offer finger foods to practice the pincer grip and improve self-feeding skills. • Include sensory play with different textures, sizes, and weights to strengthen hand muscles and coordination. • Model and guide rolling, passing, squeezing, and transferring objects between hands. • Use cause-and-effect toys (pop-up toys, shakers) to link hand movements with visual or auditory feedback.	• Encourage repetitive practice and play by letting your child explore textures, roll balls, or use simple cause-and-effect toys, praising their efforts to build confidence and coordination.

		• Provide repetitive play opportunities to allow babies and toddlers to refine movements and gain confidence. • Offer fine motor skills activities to strengthen grasp and help with control of using spoons or forks.	
Sensory/ Exploration	• Explores textures, sounds and sights	• Encourage exploration through all senses: letting babies see, hear, touch, and sometimes smell safe objects. • Model language around sensory experiences: name textures (“soft,” “bumpy”), describe sounds (“ding,” “pop”), and talk about colours and movements. • Offer auditory experiences such as bells, shakers, musical instruments, and songs to encourage listening and sound recognition. • Include visual stimulation through bright, contrasting colours, safe mirrors, or simple cause-and-effect toys that respond to movement.	• Provide everyday sensory experiences: let your baby touch different textures (blankets, toys, safe kitchen items), listen to sounds (bells, music, clapping), and look at bright colours or safe mirrors. • Talk about what they explore: name textures (“soft,” “bumpy”), describe sounds (“ding,” “pop”), and talk about colours and movements to build language while they explore.
Physical / Gross motor	• Develop standing, cruising, walking and climbing skills	• Use structured play opportunities such as obstacle courses or soft climbing stations under supervision. • Encourage staff interaction and modelling, demonstrating safe climbing, standing, and walking, and praising attempts. • Ensure the environment is safe, soft, and well-supervised, allowing children to explore confidently. • Set up low, stable furniture and soft play areas to encourage babies to pull up, cruise, and explore safely.	• Join in and model movements: demonstrate standing, walking, or climbing safely, encourage attempts, and praise your baby’s efforts. • Encourage outdoor movement: trips to the park with safe climbing equipment, low steps, or soft hills help develop balance, strength, and confidence.
Communication and Language development			
Language and communication	• Recognise spoken words • Imitate sounds • Build early vocabulary	• Model language consistently: narrate daily routines, describe actions, and name objects in clear, simple words.	• Interactive reading: show pictures in books, name items, and pause so your baby can babble or respond.

	• learning and using colour names such as red, blue, yellow, and green. • Listen to simple stories and understand is happening, with the help of the pictures.	• Repeat and emphasise sounds: imitate the sounds babies make and encourage them to copy words or noises. • Continue to model and repeat colour names during everyday play and routines. • Provide opportunities to sort, match, and identify coloured objects. • Use books, songs, and games that introduce and reinforce colour vocabulary. • Sing songs, rhymes, and chants: use repetition to reinforce vocabulary and rhythm of language at a slower pace. • Use gestures alongside words: point, wave, or use signs to support understanding and connection. • Interactive reading: show pictures in books, name objects, and pause to let babies respond or babble. • Encourage turn-taking in vocalisation: pause after saying a word or sound to allow the baby to respond. • Share picture books every day with children. Encourage them to talk about the pictures and the story. Comment on the pictures.	• Narrate daily routines: talk through what you and your baby are doing, naming objects and actions (“We’re washing hands,” “Here’s your spoon”). • Imitate and encourage sounds: copy the sounds your baby makes and pause to let them try again • making picture-book sharing part of everyday routines in simple, enjoyable ways. • introduce books into play at home by keeping books available during everyday activities and helping children connect pictures, words, and real objects.
Understanding the world			
Cognitive/ problem solving	• Understand cause and effect • Object permanence • Explore natural materials, indoors and outside.	• Provide interactive toys: pop-up toys, shakers, and push/pull toys that respond to the baby’s actions. • Demonstrate cause-and-effect play show babies how pressing a button, shaking a rattle, or dropping a ball produces a result. • Hide and reveal objects: play peek-a-boo or cover toys with cloths to develop understanding of object permanence. • Use everyday routines: hide spoons, cups, or toys partially to encourage babies to search and discover.	• Play interactive games: use toys that respond to actions (shakers, pop-up toys, stacking cups) and let your baby explore how pressing, shaking, or dropping makes things happen. • Hide and reveal objects: play peek-a-boo or cover toys partially with a cloth so your baby learns that things still exist even when out of sight.



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| | | <ul style="list-style-type: none">• Encourage repetition: repeat activities so babies learn that their actions consistently produce results.• Model problem-solving: gently guide babies to figure out how toys work or where hidden objects are, offering praise for attempts. | |
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Jess's Notes

Ali's Notes

Notes

[Birthto5Matters-download.pdf](#) & [Development Matters - Non-statutory curriculum guidance for the early years foundation stage](#)

We have shared links to **Birth to Five Matters** and **Development Matters**, which we use in nursery to help monitor children's development and plan their next steps in learning.

If you ever have any questions or concerns about your child's development, please feel free to get in touch. We are always happy to help.