
Welcome

Nursery INSPIRE Workshop

Thursday 14th March 2024

YN staff and children are excited to welcome parents and carers to our INSPIRE session today.
This is a chance for you to work with your child in activities (our provision) in the classroom which you can then continue to support learning at home and take ideas.
The focus of the session is early writing and early mathematics.

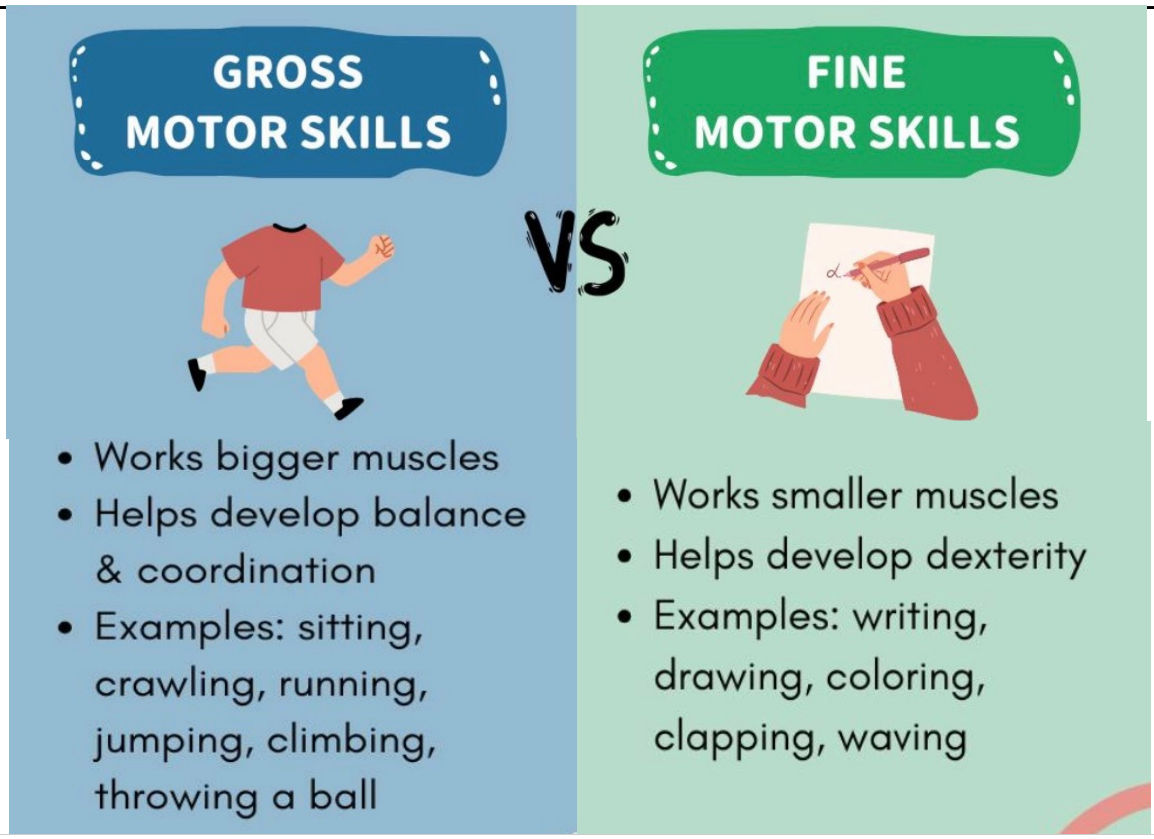
All relevant documents and resources are will be uploaded to class dojo.
If, after the session, you have any questions about what you should be doing, or you meet any unexpected difficulties, just ask your Nursery staff.

Early Writing

Children learn that you can communicate through writing, and that marks have meaning, by watching others/adults write.

Before children can hold a pencil, mark make or write, they must be physically ready. Children need to be well coordinated through their whole body, not just their hands and fingers.

To support transcription, give children opportunities to develop finger strength. In the early stages children need lots of fun, play activities.



Give them opportunities to develop core strength and 'muscle isolation', a crucial first step towards writing. Activities like reaching across the body to put on socks and shoes help children to use their right, or left, body side without the other side moving at the same time. Also, encourage activities like climbing, throwing and catching.

Help children develop fine motor skills to grasp, hold, and strengthen fingers and thumbs by scrunching paper and using pick-up tools.

Gross Motor Activities

climbing

swinging

crawling

sweeping

cooking

digging

carrying

dancing

What are gross motor skills?

Gross motor (physical) skills are those which require whole body movement and which involve the large (core stabilising) muscles of the body to perform everyday functions, such as standing and walking, running and jumping, and sitting upright at the table. They also include eye-hand coordination skills such as ball skills (throwing, catching, kicking) as well as riding a bike or a scooter and swimming.

Why are gross motor skills important?

Gross motor abilities also have an influence on other everyday functions. For example, a child's ability to maintain appropriate table top posture (upper body support) will affect their ability to participate in fine motor skills (e.g. writing, drawing and cutting), which then impacts on their academic learning.

Gross motor skills impact on your endurance to cope with a full day of school as the children move up through the school (sitting upright at a desk, moving between classrooms, carrying your heavy school bag).

They also impact children's ability to navigate their environment such as classroom or home (e.g. walking around classroom items such as a desk, up

a sloped playground hill or to get on and off a moving escalator). Without well developed gross motor skills, a child will struggle with many day to day tasks such as a eating, packing away their toys, and getting onto and off the toilet.

Gross motor activities are crucial for everyday self care skills like dressing (where you need to be able to stand on one leg to put your leg into a pant leg without falling over) and climbing into and out of a car or even getting into and out of bed. Everyday routines and activities also help develop vital gross and fine motor skills needed for writing!




Fine Motor Activities


tweezers


clothes pegs


spray bottles


threading


sorting


building


dough


stickers/sticking

What are Fine Motor skills?

Fine motor skills involve the use of the smaller muscle of the hands, commonly in activities like using pencils, scissors, construction with lego duplo, doing up buttons and opening lunch boxes.
Fine motor skill efficiency significantly influences the quality of the task outcome as well as the speed of task performance. Efficient fine motor skills require a number of independent skills to work together to appropriately manipulate the object or perform the task.

What skills do 'fine motor skills' include?

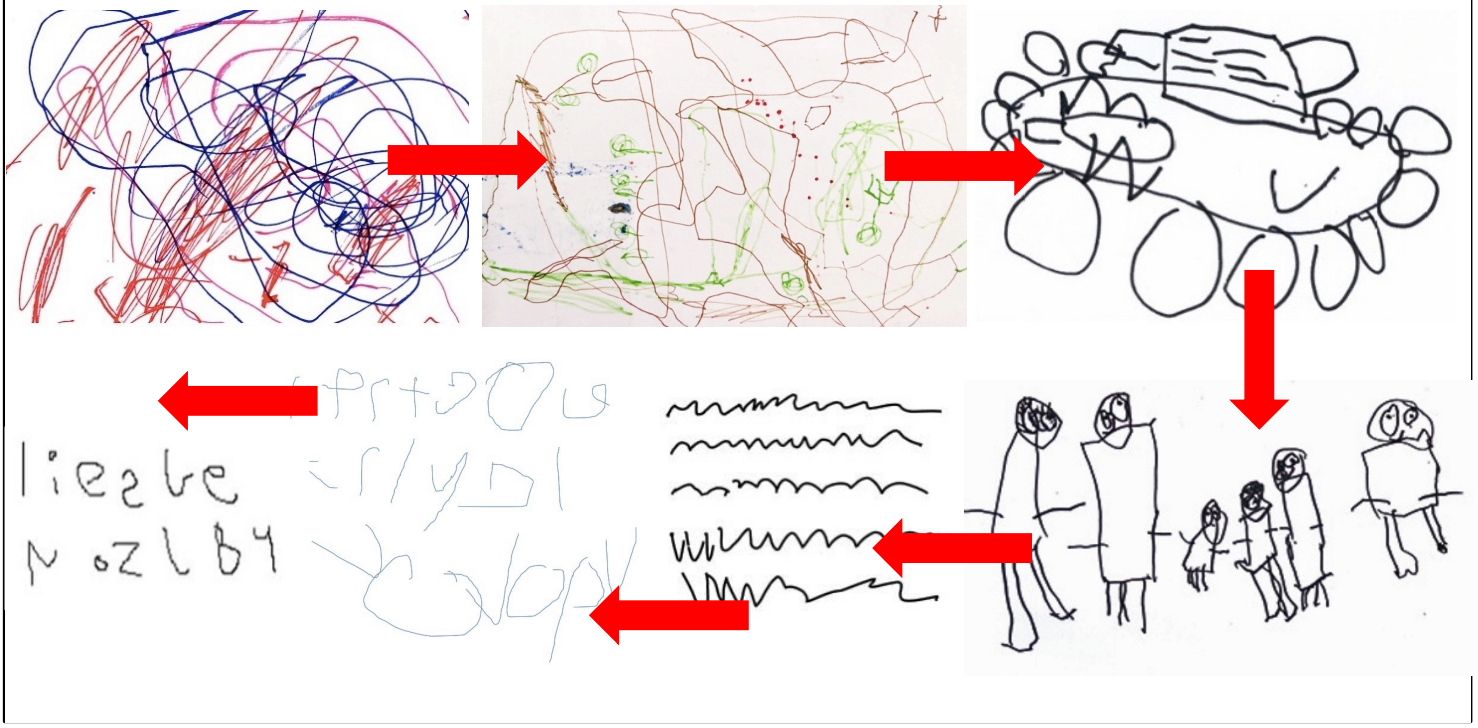
- Academics skills including
  - Pencil skills (scribbling, colouring, drawing, writing)
  - Scissors skills (cutting)
- Play
  - Construction skills using lego, duplo, puzzles, train tracks
  - Doll dressing and manipulation
  - IT use (e.g. mouse and stylus manipulation)

- Self care including
    - dressing – tying shoelaces, doling up sandals, zips, buttons, belts
    - eating – using cutlery, opening lunch boxes and food bags
    - hygiene – cleaning teeth, brushing hair, toileting.

Mark making is a journey. During the early years, it's important to **focus on the process** of drawing and writing, and **not on the product or end goal.**

Generally, 3 to 4 year olds start behaving like writers, making wavy lines and distinct separate marks. If children show an interest and want to write, it is crucial that they should develop hand and finger strength to hold a chunky crayon or pencil comfortably and with control. Eventually they may be able to make attempts to write some very familiar letters, for example from their name.

What does "writing" look like in Early Years?

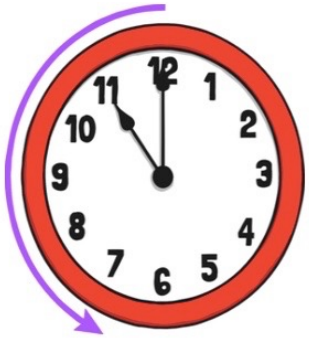


Children move through stages in their mark making.
Gradually muscle control becomes more defined until they develop an ability to use straight lines and curves to form symbols.

Name writing tips…

Children need to be able to recognise their name.

Provide different ways to write their name. Remember you can use more than just a pencil to make marks.



Draw circles anti-clockwise

Only use uppercase for the **first** letter of their name.

Early Maths

Why numbers are important…

Children need to develop a positive attitude to maths and not be afraid to make a mistake.

Children need your help to explore, experiment and discover. Repeating maths activities will develop their understanding of mathematical concepts. Children will begin to understand regular daily routines, like snack time and going-home time, and how to use numbers to describe things.

Age-related expectations…

By the end of Nursery to be age related (ARE) children should be able to…

- Rote count to 10 (begin by counting to 3, 5, 7 and then to 10).
- Count groups of objects accurately using 1:1 counting to 5 and know that the last number counted is the total.
- Subitise to 3 (objects and pictures).
- Recognise and reads numerals 0-5.
- Match objects to numbers 1-5.

- ARE on reports refers to 'age related expectations'.
These are expectations set by the national curriculum, stating what children should have learnt or be able to do by the end of the key stage
Age-related expectations communicate how a child is learning and progressing regarding their age.
The average child for that age and stage of their development should be able to meet these expectations.

rote counting

1 2 3 4 5 6 7 8 9 10

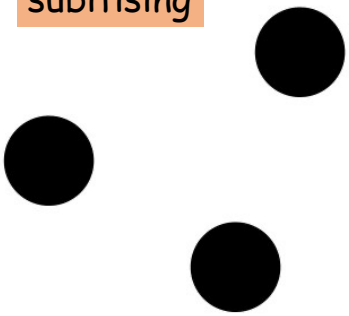
1:1 counting

recognise and read numerals

0 1 2 3 4 5

match number to quantity

subitising



ROTE COUNTING

•The counting by rote meaning, is the ability to recite numbers in order from memory.

•Essentially, the counting by rote meaning is to count by saying numbers in order.

•With rote counting, children aren't "counting" physical objects or pictures of objects, they're simply saying numbers in the correct sequence.

•For example, 1, 2, 3, 4, 5.

•COUNTS GROUPS OF OBJECTS ACCURATELY USING 1:1 COUNTING TO 5 AND KNOWS THAT THE LAST NUMBER COUNTED IS THE TOTAL

•You may see the term on tapestry observations "1:1 counting".

•One-to-one correspondence is an early math concept. This skill involves counting each object in a set once, and only once with one touch per object.

•We trach the children to count with their finger, touching each object once and saying a number name out loud for each object that they touch.

•For example, a child who touches each toy duck in a row and says the number name aloud for each duck touched, "One, two, three, four…" is demonstrating the ability to count with one-to-one correspondence.

•SUBITISING TO 3 (OBJECTS AND PICTURES)

•Again, you may see the term on tapestry observations "subitising".
•Subitising is when you are able to look at a group of objects and realise how many there are without counting them.
•For example, we know there are 3 spots on the board without needing to count them.
•This only works with small groups of numbers, as we can only subitise up to 5 things. For Nursery children, we begin by subitising sets of 1 then moving to 2 and then 3.

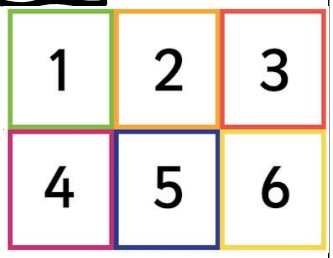
RECOGNISING NUMBERS

Number recognition is the ability to recognise numbers by their names and the way they look.
It is important to note that this process takes time, patience, and lots of practice. But all great things do!
Think of it like learning a language – rather than doing lots in one go, start with one number before moving onto the next.
Number recognition is an essential skill needed to solve basic mathematical problems later on in school life and in reception.

•MATCHING A NUMBER TO QUANTITY (0-5)

•Children should be confident to count an amount and be able to match that amount to the correct numeral (**digit**).
•For example they count out **5** cars/cubes/princesses and can match this to the digit **5.**

How can parents/carers help at home?



ROTE COUNTING

•Repetition is the key to mastering rote learning.

•1:1COUNTING

•Counting together with children

1. Pointing to objects in a set as you say each number word aloud
2. Moving each object in a set as you say each number word aloud
3. Asking 'how many?' when you have counted the set.

•SUBITISING to 3

To help your child get comfortable with subitising up to 3, you can start off by using your hands.
Sing songs, play games and encourage them to visualise the numbers instead of counting out loud.
You can practise subitising with anything you have around the house by arranging objects into different patterns.
It helps to use items that your child enjoys – it might be their favourite toys.
Like a lot of Early Years maths, it's best learned through playing,

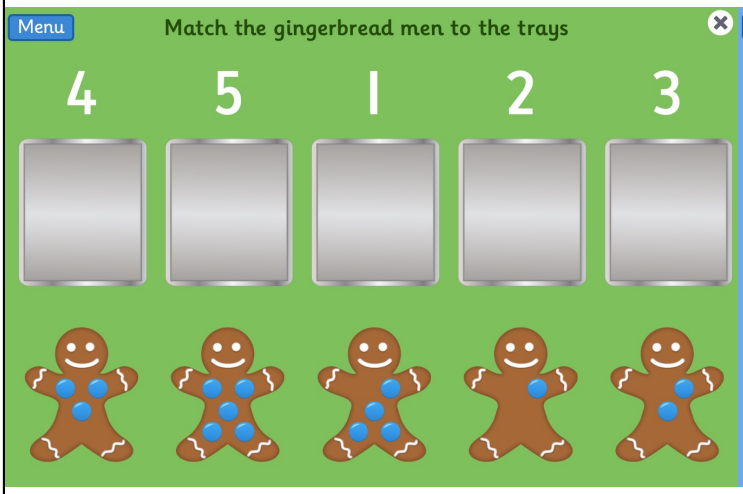
experiment and exploring and following their interests.
You might begin by using different coloured toy bricks. You could start by asking your child questions about the items to let them lead the exploration: can you see 3 bricks? Can you also see 2 blue bricks and 1 red brick?
Can they instantly tell you how many bricks there are? Or do they revert back to counting to check? Don't worry if they struggle at first. It's a hard concept to grasp and might take a bit of joint exploration.

RECOGNISING NUMBERS

Top tip – Don't try and learn all the numbers at once.
The key is to focus on a number and make this a focus until the children recognise it.
In Nursery we have 'number of the week'.

- Number scavenger hunt
- Chalk number bubbles
- Drawing numbers with shaving cream
- Making number jewellery
- Number basket toss
- Number cookies

Here are some lovely interactive games for matching numeral and quantity.
https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game
https://www.topmarks.co.uk/learning-to-count/teddy-numbers



Now…it's your turn to play!


Thank you!