

Features of a Nursery Classroom at Thames View Infants

Planning

- Teachers/NNEB's have an individual personalised weekly planning folder which includes weekly plans and annotated daily and lesson plans.
- Plans are broken down into key components: a pacy introduction/starter, teaching segment, child consolidation, plenary. Differentiation (including provision for gifted and talented pupils) and other personalised learning is identified on plans where appropriate.
- The weekly work plan, maps out the adult led activities and resources that are set up each day.
- There are two weekly provision maps – one recording and identifying the balance of adult led activities and child led resources the other visually maps out the provision for all areas of learning across the two Nursery bases and outside.
- Blue planning folder containing annotated previous weekly planning, routine, and class lists used to record children's progress during adult led activities.
- Plans are annotated, tailored to meet the needs of individual classes.

Pupil Grouping

- Children are allocated to two classes within the Nursery, either Penguins – led by a teacher and supported by a TA and Parrots – led by an experienced Nursery Nurse and supported by two TA's where necessary.
- The only grouping outside of the class for Nursery are for those who require additional language support as identified by the Nursery baseline and formative assessments by the CT and NN. These groups can be found in the Nursery Language Support File based in the Nursery.

Classroom Organisation

- There is a space for children to sit in a horse shoe during teaching segment. All children have their own chair with their photo on, shared only with a child in the opposite session.
- Teachers planning board includes: routine, all weekly planning, , Talk for Learning prompts, Behavior display (Star, sun, clouds), Language groups.
- Resources are organized into areas, for example Maths Area, Graphics Area and Creative Area so that children can access them independently. Tables are set up with activities based on consolidation opportunities (from the weekly plan) and other learning opportunities. Children are also encouraged to access resources independently – outside of what is formally planned.

Learning and Teaching

During the Teaching Segment:

- children sit in a horse shoe on chairs.
- Largely you will see TAs sitting with individual/groups of children, supporting them as directed.
- Talk for learning taking place where appropriate, including sustained shared thinking, uptake, extended dialogue, differentiated questioning, exploratory talk, commentary.
- Pupil modeling and demonstrating.
- Talk buddies (where appropriate in EYFS).
- Whole Class Interactive technologies used to support teaching.
- Practical resources used where possible.
- Children engaged in physical activities and songs during teaching time.

During Free Flow:

- All adults are allocated specific roles during the session:
 - Working on an adult led activity in class
 - Working on an adult led activity outside
 - Floating – scaffolding children’s learning, providing focus activities for children that require more direction and supporting adults across the setting where necessary.
- Children work freely across the setting, accessing a range of spaces (in and out doors).
- Children working with adults, collaboratively in small or large groups and individually.
- Children work across the two settings (TVI Nursery and Chestnuts @ Sue Bramley children Centre Nursery).
- Children from the partner setting access our resources and learning space for both adult and child led activities.
- Children working with resources that are already set out according to the weekly plan, accessing resources independently.
- Children accessing snack foods as they require them.