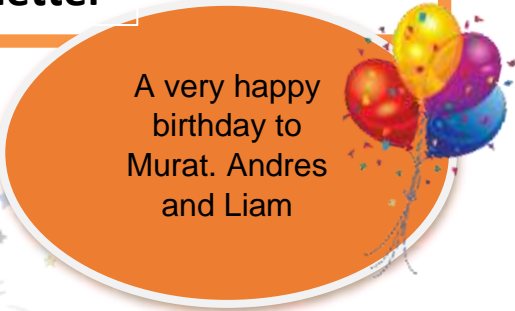




On Friday 5th November, we had the opportunity to gather both groups of children that attend in the morning and afternoon session together in the garden to enjoy a wonderful sparkler display which was set up by Charnelle and Lilly. This was a great opportunity for all the children to enjoy the sparkler display and relate this to their own experiences outside of nursery. *



A very happy birthday to Murat. Andres and Liam

The children showed a lot of curiosity and excitement to see the sparklers light up and fizzle in different colors. The practitioner also spoke to all children about how to safely take part by going over a few rules such as no standing up and sitting afar in a safe spot. The children sat very nicely and followed the given instructions whilst they watched the display.



BBC's children in need – During the month of November the staff and children had the opportunity to raise money for children that are in need. Some of the children took part in making Pudsey bear during their creative activities and enjoyed taking part in our PJ party.



Well-done to all staff and children who managed to come to nursery dressed in their PJs. We would also like to say a big thank you to everyone who kindly donated £1 or more towards raising money for BBC's children in need. With all your support we managed to raise **£200.00** in total between both sites.



THANK YOU!

Oral Health

On Friday 28th November parents and staff were invited to attend an oral health workshop online. We hope any parents who joined found this session very helpful and received some good tips! We have also received some new packs of eco-friendly Toothbrushes for the children in the toddler and preschool room that we have already distributed.



Parents Afternoon

We would like to thank all the parents that attended our virtual parents meeting and 27-month review meeting. We hope you had the opportunity to discuss your child's development and progress with their key person.

Please could you kindly fill in the feedback sheet and return it to the office.



End of year party reminder

We would like to remind all parents of our upcoming end of year party which we be taking place on the last day of term (Friday 17th December 2021 between 2 pm – 4 pm)

All children our welcome to join the party, there will be plenty of food, snacks, games and presents for the children. We usually invite parents but unfortunately due to Covid-19 cases on the rise we need to take extra precaution.

We will also have a party food list available where parents can contribute to the party – Please see your child's key person for further information

Important School Information

If your child is born between 1 September 2017 and 31 August 2018, they would normally start reception class in September 2022. You must apply before 15th January 2022 even if you wish to delay or defer their start in reception. You can apply online at [Education.hackney.gov.uk](https://education.hackney.gov.uk).

Useful link: education.hackney.gov.uk

Staff meetings.

During our monthly staff meetings Hafiza takes this opportunity to help support the staff team, by nurturing them, investing in them, and enhancing their knowledge on child development.

Our manager Hafiza always ensures that staff meetings are kept very interactive and knowledgeable for our staff team. Hafiza discussed some examples in the last few staff meetings to help enhance staff practice in understanding behaviour management strategies with young children. So far, the staff have been trained on how to use strategies to support conflict resolution between children, how to acknowledge a child feeling and not just using distraction or excuses to support this but use containment strategies from the Solihull practice. Solihull approach combines three theoretical concepts, containment (psychoanalytic theory), reciprocity (child development) and behaviour management (behaviourism) the framework is designed to empower practitioners, obtain an in-depth understanding, and help support young minds which we are believing and should also be shared with parents. Please see below on a story between a two-year-old and her dad how this was containment training was delivered to the staff team.

Solihull in Practice

Two-year-old child and her Dad on a plane journey (Reciprocity, Containment, behaviour management)

She is feeling tired, bored, and cranky. It is the beginning of a plane journey home.

"I want Zebra"

"I am sorry, but Zebra is packed away in the big suitcase that's in another part of the plane".

"I want Zebra"

"I know sweetheart, but Zebra isn't here. He is in the baggage compartment underneath the plane and Daddy can't get to him until we get off the plane".

"I want Zebra, I want Zebra". she starts to cry, twisting in her safety seat and reaching for the bag with the snacks on the floor.

"I know you want Zebra". (Dad is starting to feel stressed)

"But he is not in that bag, he isn't here and there is nothing I can do about it. Why don't we read about the animals in your favourite book"?

Not book, I want Zebra, I want him now".

She sobs loudly now, and Dad can see other passengers and the airline staff looking at him willing me to do something. His daughter's face is red with anger, and he imagines how frustrated she must feel. She can't understand why he can't magically find zebra and probably feels that he is doing this deliberately.

Solihull Approach

"You wish you had Zebra now." I say to her.

Yes, she says sadly.

"And you're angry because I can't get him for you".

"Yes".

"You wish you could have Zebra right now don't you". I repeat, as she stares at me, looking curious, almost surprised.

"Yes", she mutters, I want him now.

"You're tired now and smelling Zebra and cuddling Zebra would feel good.

I wish we had Zebra here so you could hold him".

"Yes" she agrees.

We can't get Zebra and that makes you feel frustrated.

"Yes" she says with a sigh.

"I am so sorry", I say, and I watch the tension leaving her face. She rests her head against the back of her safety seat, she moans quietly a few more times and within a few minutes she is asleep.

This little girl was not interested in excuses or diversions but was comforted by her feelings being validated, she had experienced empathy, and this was powerful.

Parent workshop.

If there are any topics parents would like us to cover in a parent workshop delivered by our manager Hafiza, please feel free to register your interest to office@rooftop-nursery.com along with your topic suggestion.

Parent Notices

All parents should have access to Tapestry to check your child's observations. If you have trouble logging in or do not have an account, please inform the office.

Henry: Healthy Start, Brighter Future

If you're a parent or carer of young children, Henry can offer free support provided by a friendly and trained HENRY practitioner either online or by telephone.

Opportunities include:

- Online parent support groups run by a HENRY facilitator – a chance to share experiences with a small group of other parents, find ways of reducing stress and gain new ideas to manage daily family life and get your little ones off to a great start
- Sessions on specific topics such as introducing your baby to solids or tackling fussy eating – provided on the phone or via video calls
- Having a HENRY Buddy - someone who will keep in regular contact with you, providing practical and emotional support to help you through the challenges of family life.

To find out more or to take part please fill in the online form or alternatively, ring on 01865 302973
<https://henry.org.uk/freesupport>

Reminder of the Bonus programs offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French	Star Room	Wednesday (Fortnightly) 11:15am
Football	Star Room	Tuesdays (fortnightly) alternating between 9am & 1pm
Forest Play	Star Room	Thursdays (Fortnightly between spring and autumn)
Heuristic play	Rainbow & Star	Weekly
Yoga/ Tai chi	Rainbow & Star	Weekly
Tiny Mites	Rainbow & Star	Monday 9:15-10-15

Rainbow Room

We would like to welcome Francis and Chiara to Rainbow Room

Reminders

If your child is toilet training, ensure your child has plenty of wipes and spare clothes and these are labelled. Developing independent toileting skills is an important part of your child's development. Please support them in this by avoiding clothes with difficult fastening that might prevent quick undressing when a visit to the toilet is needed (awareness of needing the toilet can be very last minute when your child is engrossed in play)

Pumpkin week, Diwali & Bonfire night

During the children's return from the half term holidays, they showed interest in exploring the home corner area as it was decorated for pumpkin week. When the children came back from their half term break, they took part in some activities based on Diwali and bonfire night. Diwali is a Hindu festival of lights, and the children took part in decorating lanterns, making a fire work display, and watching the sparklers outside. This gave the children the opportunity to [know about similarities and differences between themselves and others, and among families, communities, cultures, and traditions](#). The children also had a 'Pumpkin party' where some of them came dressed up in their favorite costumes and enjoyed taking part in some party games.



Messy play/spooky noodles play

Expressive arts and design

During indoor free play the practitioners provided the children with some messy play called spooky play, where they had to pick up the googly eyes from inside the cooked green spaghetti using a tweezer. This gave the children the opportunity to practice using their [fine motor skills](#) to be able to hold and squeeze the tweezer firmly and handle it with good control. The children also used their senses to touch, feel, smell, and talk about the texture when exploring.

Lucas, Artemis, Kymani and Rodin showed interest in this messy play and some children [began to show interest in and describe the texture of it](#), as the practitioner encouraged the children to describe how it feels. Kymani said, "it's cold", the practitioner then replied, 'yes you are right, it does feel a bit cold'. Then the practitioner introduced different words such as slimy, soft, long, warm to widen the children's vocabulary further. Yusuf did not want to touch the messy play as his peers were making funny faces when touching and playing, Yusuf then also started making funny faces and saying, "yucky".



Decorating lanterns

Communication and Language - Understanding

Another activity that the children participated in was decorating lanterns Grace, Krystal, and Yusuf took part in this activity. The practitioner provided different coloured card, PVA glue, sequins, glitter, and small pieces of shiny paper to decorate their lanterns with. The children were able to [understand the use of objects](#) as they used glue sticks to dip into the glue and spread it all around their cards before sticking down with their decorating resources. Yusuf mostly showed interest in looking at the different decorating resources instead of sticking them on his own lantern.



The children were able to [select and use variety of resources freely and independently, adapting to their work](#) and showed pride and happiness with their accomplishments. The practitioner also spoke to the children about Diwali and about lanterns and how they celebrate with their family and friends. To complete the children's creative work, the practitioner cut and folded them into a lantern shape. We then hung the lanterns up in the room for the children to see and [learn that they have similarities and differences that connect them to, and distinguish them from, others](#) as some children may celebrate Diwali at home with their families.

Fire work display

Understanding the world – People and communities

The children in the morning and afternoon took part in making a fire work display for one of their activities. In the morning the group of children consisted of Grace and Rodin and in the afternoon Aydin and Murat took part. The children used different coloured paint such as red, green, and blue and used plastic forks to dip into the paint and form patterns on the paper to create their fireworks.



The children were using different techniques in terms of forming marks on the paper, some children were holding the fork differently whilst spreading the paint in a particular direction. Grace showed interest in flicking her paint onto the paper to create fireworks. The children were also given the opportunity to [explore colours and how colours can be changed and to also explore what happens when they mix colours](#). Aydin mixed two colours together such as red and blue,



pointed at it and said, “look purple”. All children that participated in this painting activity were able to name the colours being used. The practitioner also talked to the children about bonfire night and showed them short videos so that the children can have a better idea of how fireworks look. The children also took part in watching a sparkler display in the garden and most children showed fascination watching the sparklers and observing the different colours and lights as they lit up. We also talked to the children about safety and that we should only watch it from far, not going near it or touching it as it can hurt us.

Harvest festival

The children took part in activities based on harvest which is a celebration of food growing during the season of Autumn. The food is gathered and shared with others who are not as fortunate as others, and people mainly bring food from home to schools and churches to be donated to the poor. This was a great opportunity for the children to learn about the different species of plants and how food grow. The children also learned about the different seasons, weather, and the effects they have on plants. The children took part in activities such as making bread, carving and exploring pumpkins, talking and drawing our favourite vegetables and different vegetable/food play.



Making bread

Understanding the world – The world

The children took part in an activity making bread and this activity consisted of Kymani, Olivia, Yusuf, and Meklit. The practitioner first introduced the children to the ingredients and asked the children some questions to [develop their understanding of growth, changes over time and to understand about why things happen and how things work](#). For example, the practitioner showed the children an egg and asked, ‘where do eggs come from?’ Kymani replied, “from chickens”. She then talked about the size and shape and Yusuf then started showing interest and joined his peers at the table. The practitioner then showed the children the bag of flour and Yusuf was able to read the words on the packet without the practitioner telling the children what was inside, as he can [recognise familiar words and signs](#).

The practitioner spoke to the children about where flour comes from and that it is the main ingredient to use when making bread. The practitioner cracked the egg in half and showed the children when pouring the egg into the bowl. They then started talking about the colour of the yolk and about the rest of the ingredients as she poured the water, yeast, oil, and salt. As soon as Meklit saw the practitioner give the children some dough, she also wanted to put her hands inside the bowl to touch it as she enjoys messy play. The practitioner gave the children some dough to mould and Kymani said, “its sticky”. The practitioner then gave him and his peers more flour to mould their dough with. The practitioner also supported the children to mould their bread into whatever shape they liked and placed it on the baking tray to bake in the oven.



Drawing our favourite fruits or vegetables

Literacy – Writing

The children took part in another activity of drawing their favourite fruits or vegetables. The practitioner provided the children with some paper and mark making resources such as crayons and colouring pencils. The children were given the opportunity to choose what mark making tool they would like to use and were **holding the mark-making tools with their thumb and all fingers**. The practitioner placed some props in the middle of the table for the children to have an idea of what to draw, as we had some pretend and real vegetables and fruits. Olivia was excited to take part in this activity as she was the first one to sit down and asked the practitioner for some colouring pencils. The practitioner showed the children the items which were placed on the table and started naming them such as, potato, pepper, onion, tomato, apple, orange, plum etc. The practitioner also asked the children to repeat after her when naming the different fruits and vegetables, for the children to **use and learn different types of everyday words such as nouns**. Kymani also participated in this activity and wanted to draw a strawberry and a banana and said, “this is for my mummy”. The rest of the children such as Yusuf, Lucas and Meklit didn’t take part in drawing however, they still showed interest in listening and watching their peers and the adult when talking and showing the props. The practitioner also asked the children what their favourite fruits and vegetable are? Yusuf replied, “blueberries”. The practitioners also spoke to the children about their own favourite fruits/vegetables and Lilly said, “I like strawberries and sweetcorn” and Aktar said, “I like mango and spinach”.



Autumn/children in need

The children focused on the topic of ‘Autumn’ as we have approached the fall season. This gave the children the opportunity to learn and understand about the changes of the weather and around their environment. The children participated in activities such as making an autumn tree, leaf printing, reading books about autumn and talked about autumn animals and also explored our outdoor environment. The children and practitioners have taken part in a pyjama party where some children and adults came in with their pyjamas and donated some money for children in need.



Collecting leaves and making an Autumn tree collage

Understanding the world

The children in the morning such as Kymani, Rodin, Olivia, and Yusuf all took part in collecting some leaves from outside and placed them in a basket or a bucket. The practitioner spoke to the children about the changes of the season and what happens during this period such as the leaves falling and changing colour.

The children were very observant especially Rodin and Kymani as they were looking up at the tree and pointing to it realising that there were less leaves on it. This shows that they were able to **notice detailed features of things in their environment** as they were able to observe the leaves falling



visually. The practitioner also spoke to the children about the weather if it was hot or cold. Kymani replied, "it's cold, we need to put our coats on". The practitioner replied, "yes you are right, it is a bit cold and slightly windy".



After the children collected some leaves, we then went inside to make our autumn collage tree using the leaves that the children have picked up from outside. Both morning and afternoon children took part in this activity. In the morning it consisted of Grace, Olivia, and Kymani and in the afternoon Aayden, Queensther, Uriel and Aydin took part. The children used some PVA glue to spread all over the large paper and then picked up some leaves to stick down. The children were able to **talk about some of the things they have observed** whilst exploring and looking at the different types of leaves. When the practitioner asked the children, 'what colour are the leaves?' Aayden replied, "yellow". Kymani found different colour leaves and said, "this one is green".

The practitioner also explained to the children **about why things happen and how things work** as she showed the children how the leaves were changing colour as some leaves had two or three colours on them and were changing from green to yellow and then brown. The practitioner also spoke to the children about the different shapes and sizes of the leaves and that there would be new leaves growing when it approaches spring, **developing an understanding of growth, and changes over time.**



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Communication & language/Speaking

Making biscuits



The children took part in a baking activity, making biscuits as they enjoy cooking and baking activities. Both morning and afternoon children were given the choice to make a biscuit. Olivia, Grace, Kymani, Rodin, and Meklit took part during the morning session and Murat, Michaeah, Aydin and Queensther took part in the afternoon. The practitioner again introduced the children to the ingredients as she named them by showing it to the children such as eggs, flour, and butter. Each child had a turn at pouring an ingredient inside the bowl and mixing it using a whisk **understanding the use of objects.**



Olivia wanted to crack the egg, and the practitioner allowed her to do so with support. In the afternoon Michaeah wanted to crack the egg as the practitioner showed him where to tap and crack open by using both hands. Kymani and Aydin put some butter into bowl and mixed the egg

and the butter together. Grace and Murat poured some flour into the rest of the mixture with the support of the practitioner, and stopped when the practitioner said, 'that's enough' as they were able to follow simple instructions and directions.

The rest of the children such as Rodin and Queensther all took turns in mixing the final ingredients using a whisk as the practitioner added more flour, the mixture started becoming harder to mix. The practitioner then gave the children a bit of dough to continue molding and roll it out using a roller. Meklit enjoyed exploring the dough with her hands and the rest of the children flattened their dough and used a shape cutter to place on their biscuits to cut into a circle shape. After the children made their biscuit shape, they placed their biscuits on to the baking tray ready to go bake in the oven.



Pyjama party

Understanding the world – People and communities



The children in the morning and afternoon came into nursery with their pyjama's and took part in a pyjama party. The children were feeling excited as they also saw the practitioners wearing their pyjamas and the children were talking and showing each other their pyjama's. The practitioner explained to the children that 'we normally wear our pyjamas when getting ready to sleep but this day is a special day, where we are allowed to wear our pyjamas at nursery and take part in a party'. The children took part in having some snacks as they all sat down around the table to eat and then participated in some games when they were finished. The children first took part in dancing and was requesting for some songs as Meklit wanted to play the music, 'baby shark' and Kymani asked for 'gummy bear'. The children had fun dancing to the songs, imitating some actions and jumping up and down and holding each other's hands. The children took part in a game of playing musical chairs as the practitioner introduced it to the children and demonstrated to them how to play. The children enjoyed joining in with moving, dancing and ring games however, the musical chairs game was a little challenging for some of the toddlers. We will be continuing to practice supporting children how to play until they become more confident and independent at it.



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Transport & Autumn

The children continued with the theme autumn to support their understanding further about the changes of the season and learned about different transport as the children showed interest in playing with transport toys especially trains. This was seen during indoor free play as the children independently pulled out the box with trains and tracks to play with if it has not been set out in the room. Yusuf shown interest in talking about train stations and stops. Therefore, the practitioner has set up and made a mini train station out of a cardboard box. Yusuf was saying, "the train is going to Chingford", "the next stop is



London fields”, and he also mentioned “Hackney Central” during play. To expand on the children’s interest further, we will be planning a small visit to the nearest train station in the new year.

Making orange cupcakes

Mathematics - Shapes, pattern, and measures



As the children enjoy cooking activities, we have at least introduced one cooking activity for each week and the children in the morning and afternoon took part in making orange cupcakes. Kymani and Grace from the morning session and Aydin, Nora, Lamia, Kymani.R, Queensther and Aayden from the afternoon session took part in this baking activity. The practitioner again introduced the ingredients to the children as they all took part in pouring the ingredients in the bowl with the support by the practitioner. Queensther and Grace cracked the egg, Aydin



added the butter and Kymani poured the flour. As Kymani poured the flour he said, “this is heavy” as the flour packet was full and the practitioner then emptied some in a small bowl for him to pour into the mixture. The practitioner also introduced some tools to the children such as a grater and explained to the children what it is used for as she showed the children an orange and told them that we will be grating the orange into our cupcakes. All children were given the opportunity to hold an orange and grate the orange zest into the mixture using the grater. The children were given the opportunity to [take practical action to reduce risk, showing their understanding that equipment and tools can be used safely](#). After all ingredients were poured and mixed well with the whisk, Kymani and Grace then poured the mixture into the cupcake cases ready to be put in the oven to bake.



Bonus Class

Yoga

Communication and language – Listening and attention

The children in the morning such as Olivia, Krystal, Rodin, Yusuf, and Kymani took part in a short session of yoga. There are many benefits of yoga in early years and some of these are:

- Helps children manage their anxiety
- Improves children's emotional regulation
- Boosts children's self-esteem
- Increases children's body awareness and mindfulness
- Enhances children's concentration and memory
- Develops children's strength and flexibility
- Teaches discipline and reduces impulsivity.



The practitioner put down some mats and put on a soft relaxing tune on the background for the children to relax and lay down. As the practitioner took her shoes and socks off, some children also imitated this and took off their shoes and socks and laid down for a few seconds in silence. Some children found it difficult to lay down without fidgeting, concentrate and focus their mind. Therefore, the practitioner turned on some sensory lights which helped the children to get involved when laying down as they were fascinated from the different colours on the ceiling.



After laying down for a few seconds, the children practiced some breathing exercises and was introduced to some poses. Kymani, Olivia, and Krystal were very good at copying the practitioners moves as she showed the children some poses and stretches. Rodin showed interest at looking at the practitioner as she was showing the children some poses. Some children found it difficult to balance on one foot as she introduced the 'flamingo' pose. The children **used movement and sounds to express experiences, expertise, ideas, and feelings.**

Tiny mites

Physical development – Moving and handling



The children took part in their first Tiny Mites session after coming back in September and for some children it was their first-time taking part. The children were introduced to a new adult which she first introduced herself to the children by using some character puppets called 'tiny mites'. Each tiny mite has its own name, and the adult went around and asked the children to also say their names.



The children were then introduced to different songs and imitated some actions as they joined in singing with the adult, **enjoying joining in with dancing and singing a few familiar songs.** Grace and Kymani really enjoyed themselves as they were able to stay throughout the session till the end, and Yusuf, Lucas and Meklit joined towards the end when they saw the adult take out some bubbles and the children enjoyed popping them.

Star Room

We would like to welcome Grace and Yusuf to Star room

Welcome to Star Room

Important School Information:

The admissions process for children aged 3 and 4 (born between 1 September 2017 and 31 August 2018) opened on 1 September 2021 who will start reception class at primary school in September 2022.

All parents should apply online before midnight on Saturday 15 January 2022, even if your child is already in the nursery class.

Useful link: [education.hackney.gov.uk](https://www.education.hackney.gov.uk)

Book Bags: Changed weekly every Tuesdays or Thursdays

Pumpkin Party & Diwali

The children have been taking part in some pumpkin week and Diwali related activities. The children participated in activities such as, 'pumpkin party, dressing up and exploring a pumpkin. In relation to celebrating different cultures and religion which is important to some people the children also had the opportunity to learn about 'Diwali', the children created some special lanterns, made some fireworks, and listened to some cultural music.



Expressive arts and design - Being imaginative



To begin with the children's first week back after the half term holidays, we commenced with exploring Pumpkins and where they come from. The children had a group discussion with the practitioner regarding where we can find pumpkins and some of the children also mentioned 'pumpkins grow in the ground'. All children were confident to describe the pumpkin as 'Orange' when the practitioner asked about its colour.

Carving Pumpkins

One of the activities the children took part in was Carving pumpkins. **We would like to say a big thank you to Theo's mum who provided a lovely variety of pumpkins for the children during pumpkin week.** Star room children explored the different coloured pumpkins during the activity, and they also noticed that the pumpkins were different shapes and sizes. The practitioner placed a large black tray on the activity table and provided each child with individual spoons to scoop the pumpkin pulp and seeds out onto the tray. The practitioner cut the top of the pumpkins off using a knife safely before giving them to the children to explore freely whilst using their senses such as touching, feeling,



smelling, and tasting. The children spent a good amount of time exploring the pumpkin, Michaeah pretended to cook some food using his pumpkin and showed the practitioner when he had finished. Theo said, "I have lots of pumpkin at home". Michaeah and Aymen went to the home corner to get some bowls, so they began placing the seeds in the bowl. When they were filling up the bowls, Theo joined them and said, "let's cook it". They walked into the home corner and placed it inside the cooker, the children were able to [engage in imaginative play based on own ideas or first-hand or peer experiences](#). Whilst Aymen, Michaeah and Theo were playing in the home corner, Hidaya was on the table filling up the bowls, she called Iqra and said, "come see what I made". The children were able to [play alongside other children who were engaged in the same theme](#).

Pumpkin Party

Hidaya, Chloe, Iqra, Michaeah, Jaylah, Keerath and Aymen took part in our pumpkin party. The children enjoyed some yummy snacks and talked amongst one another as they were fascinated with each other's amazing costumes. Hidaya came dressed as a Unicorn, Chloe came to nursery dressed as Snow White, and Aymen was dressed in his Superhero costume. Whilst the children were eating, Iqra and Michaeah noticed a carved pumpkin on display. They asked the practitioner to show them, Iqra said, "I want to look at the pumpkin", whilst pointing to it.



The children were able to [use language to share feelings, experiences, and thoughts](#) the practitioner asked the children to finish eating and then she would show all the children whilst they sat on the carpet. After the children had finished their snacks, they all gathered on the carpet and the practitioner showed them the big pumpkin. The practitioner began asking, "what colour is the pumpkin? Hidaya, Chloe, Aymen and Michaeah shouted out, "orange". The practitioner then asked, 'can you make the face the pumpkin is making?'" All the children attempted to pull a funny face just as the pumpkin had been carved into and began laughing. The practitioner went on to ask the children, 'Where do pumpkins grow?' Aymen shouted, "in the ground" and his peers copied him. The children were able to understand [who, what, where in simple questions \(e.g. Who's that? Who can? What's that? Where is?\)](#).

Making Lanterns

Communication and Language - Listening and attention

To celebrate Diwali this year the children took part in making lanterns for their activity. The practitioner explained the reason behind the Diwali celebration to the children, being a **festival of lights which they celebrate with joy with their families and friends and during the festival many people will use Diya's and lanterns to light up their homes and shops for this special occasion.**



To begin with the practitioner asked the children, "who would like to make lanterns?" Chloe, Keerath, Nahya, Hidaya, Mohammed Saif, Liam, Jaylah, Aymen and Theo all responded 'me'. The practitioner asked the children, "who knows what a lantern is?" All the children were unsure of what it was?". The practitioner then demonstrated to the children how to make a lantern. When the practitioner finished making the lantern the children were very interested and intrigued and wanted

to make one of their own. The practitioner asked the children to draw, write and decorate their A4 papers to begin with and to draw something on their which makes them happy. Aymen began singing a song about his mummy and said he's drawing his "mummy, daddy and little brother Idris".

The children were able to **focus their attention – can still listen or do but can change their own focus of attention.**

Keerath heard the practitioner and Aymen speaking about what he was drawing so Keerath shared that she had drawn, "herself and her mummy", whilst she was drawing, she asked the



practitioner for help to draw the face. The practitioner said, "draw a circle like this" Keerath was able to copy and draw a circle for the face, **being able to follow directions (if not intently focused).** She went onto drawing eyes, the practitioner asked, "how many eyes do you have" Keerath responded, "two". Chloe had drawn "a dragon", when asked. After Chloe said to the practitioner, she's drawing a dinosaur, "what else are you going to draw?" Chloe then said, "look I wrote my name" as she drew the letter "C". Aymen, then shouted out, "I want to write my name", **listening to others in one-to-one or small groups, when conversation interests them.** When the children finished decorating their A4 papers they gave their papers to the practitioner and asked the practitioner to make the lantern. Their special pictures had to be cut into slits and stuck together to form a lantern.

Creating Fireworks

In the run up to Diwali celebrations and Bon fire night there have been a lot of fireworks going up, the children took part in a group discussion to talk about the fireworks they have seen and the different colours they noticed.

The children took part in painting their own fireworks, the practitioners asked the children, 'who knows what fireworks are?' A few children were unsure of what it was. Uriel said to the practitioners, 'it goes boom in the sky', whilst making the noise. The practitioner showed a video of fireworks to the children, as each firework went up in the sky, the practitioner asked the children, 'what colour it was?' The fireworks in the video consisted of the following colors: green, blue, pink and purple. All the children confidently named the colours correctly. Once the children finished watching the video, they moved over to the activity table to begin their own fireworks display.



The practitioner prepared a large white paper along with some green and red paint. During this activity they were provided with individual forks.



The practitioner modelled how they need to create their fireworks by dipping their fork into the paint and spreading the paint along the paper to create an effect to resemble fireworks. Star room children were **able to follow directions** well when given by the practitioner. The children were required to use their hand and eye coordination to navigate the marks they made on the large paper. The children really enjoyed the activity and were excited to create their own version of fireworks.

The children have been taking part in activities to do with Harvest festival. Harvest festival is celebration that is held in different places giving thanks to crops and food and collecting gifts of food to give to people who need it the most. The children have taken part in activities such as, 'making bread, exploring different fruits and vegetables, and drawing their favourite fruits and vegetables

Drawing fruits and vegetables

Physical Development- Moving and Handling



Building on our Harvest theme we carried out an activity where each child had the opportunity to draw their favorite fruit and vegetables. The practitioner provided some real and pretend vegetables and fruit and asked the children if they recognized them. They were also asked to smell the following: Potato, carrot, onion apple, and banana.

The practitioner asked each of them what it smelt like; when smelling the banana each of them responded by saying "it smells sweet". Each of the children were asked what their favourite fruit or vegetable is, Aymen said "I like grapes", Amina said "I like strawberries", Liam also said he likes grapes, Chloe said "I like oranges", Hidayah said "I like strawberries". Jaylah said, "I like oranges". After this introduction the children moved over to the writing table, all the fruit and vegetables were placed in the center of the table to use as visuals. All the children were given their individual piece of paper to use and had the choice of using felt tips and colouring pencils. Liam had drawn lots of oranges and one strawberry on his paper which he proudly showed the practitioner. Chloe had drawn a banana and a peach on her paper, Aymen had drawn a pineapple, grape, strawberry, pear, and orange in his paper, and he even attempted to draw a red heart. Keerath was also asked about what she had drawn, and she responded, "It's a tomato and orange". When Hidayah was asked she told the practitioner, "I draw an orange". Amina had drawn a lovely picture of fruits and vegetables, Amina said, "that's a pear, that's a carrot, that's a strawberry, that's a tomato and that's a banana. All the children were **beginning to show preference for dominant hand** during the activity. Liam, Chloe, Nahya, Amina and Hidayah were able to show **increasing control in holding mark-making tools with thumb and all fingers**



Exploring boiled vegetables

Physical Develop- Health and self-care

Another activity the children took part in was exploring different fruit and vegetables. The children were very excited to take part in this activity and used their senses to smell, touch, feel and taste the boiled vegetables. The practitioner placed the following vegetables such as carrots, peas, potatoes, green beans, broccoli, and cauliflower into a large black tray. Michaeah liked the broccoli and ate a lot of broccolis and some carrots whilst playing at the activity table. The children showed interest in the texture of the vegetables by feeling the vegetables and trying to



mash and cut the vegetables using a knife, also being able describe [a range of different food textures and tastes when cooking](#). They were able to understand and [take practical action to reduce risk, showing their understanding that equipment and tools can be used safely](#). Aymen was pressing the vegetables, but he could not mash it with his hands, he showed the practitioner and said, “look it is hard it’s not soft” and ate some of the potatoes. Nahya was pressing the green peas and showed the practitioner and said, “look it is a shell” referring to the skin of the green peas. When some of the children had finished such as Michaeah and Chloe they were able to [wash and dry their hands effectively and understand why this is important](#).

Carrying out this activity allowed the children to have an open discussion about the fruit and vegetables, describe how they look, where they grow and talk about their personal likes and dislikes with their peers and the practitioner whilst tasting the vegetables.

Children in Need/Autumn

The children have been taking part in activities to do with Children in need and Autumn. Children in Need is the official charity of the BBC (British Broadcasting Corporation). It raises money for disadvantaged children and young people in the UK. The children have taken part in activities such as, ‘Children in need Party, painting a Pudsey bear, decorating their Pudsey bear, baking some biscuits.



In relation to exploring Autumn Star room have taken part in exploring the leaves whilst playing in the garden, exploring the different colours, shapes and size. making a leaf wreath and leaf printing’ They have also been having a group discussion regarding the change in season and have also been collecting some leaves using their baskets.

Making Pudsey Bear

Expressive arts and design - Being Imaginative

During “Children in need” week the children took part in making their individual Pudsey bear as part of their creative activity. To begin with each child was given their individual paper plate. Michaeah, Keerath, Amina, Nahya and Hidaya took part in painting their plates using yellow paint to form their own version of ‘Pudsey’ the teddy bear.

The practitioner asked star room children, “what colour are you painting the paper plates?” they all screamed, “yellow, we are painting it yellow”. Whilst the children were painting their paper plate Nahya, Amina and Michaeah used their right hand confidently and maintained good control whilst using the paintbrush. Whereas Hidaya, Keerath and Murat used their left hand confidently and had control over the paintbrush. They were able to [play alongside other children whilst engaged in the same theme](#). The practitioner began explaining to the children that we are painting the paper plates to support Charity for Children in Need and on Tuesday 16th November, we are going to wear our Pyjamas and donate £1 to support the children in need.



The practitioner asked the children “what shape is the paper plate?” Amina, Michaeah, Keerath, Nahya, and Murat responded, “circle, it’s a circle” whilst picking up their plates showing the practitioner. The practitioner asked the children, “what are we making?” the children responded, “we are making a bear”. As the children were making a bear, they were able to [use available resources to create props or creates imaginary ones to support play](#) On Tuesday 16th star room children finished off making their Pudsey bears, they used some glue and glue sticks which they used to spread onto their plate to add their colourful pom poms and googly eyes. Hidaya, Keerath, Amina, Nahya and Michaeah spread their glue on the paper plates. The practitioner will support the children with spreading her glue everywhere as they wanted to have it in one place. When they finished with the glue, they began placing the pom-poms in particular places, the practitioner asked the children, “are you finished?” some responded, “yes” and some responded, ‘not yet’. The children were able to [create representations of both imaginary and real-life ideas, events, people, and objects](#). The practitioner then gave the children who were finished sticking their pom poms, googly eyes and they stuck it on their paper plate and said, ‘finished’. Whilst Hidaya was placing her pom poms she began counting them confidently until she got to 10.

Making a leaf wreath



Star room children took part in a creative activity which involved collecting leaves to create a leaf wreath. All the children had a lot of fun gathering the leaves and placing them in the basket. For the

activity the children were encouraged to wear their aprons first, the children [were able to respond to instructions with more elements](#) and a few of them attempted to wear the aprons by themselves whereas a few children asked the practitioner for support.

The children were provided with individual glue sticks and a glue tray to share with their peers as this was a sticking activity, this also gave the children the opportunity to share with each other. During this activity the children had to spread glue onto their individual rings they were provided with. Once they had finished spreading their glue each of them was given



a few leaves to stick around their ring. The children used their hand and eye coordination to navigate where they were placing each leaf and pushed it down gently to ensure it was stuck down carefully. Once they had completed this activity, they eagerly showed the practitioner what they had accomplished. Most children showed confidence whilst carrying out this activity and did not require much adult support. Nahya had some glue stuck on her fingers which she tried to peel off multiple times.



Autumn and Cooking

Star room children have shown interest in the home corner and have also been role playing being a chef and cooking food to eat with their peers recently. Building on their interest of food and cooking the practitioner decided to carry out a baking activity and planned to make pizzas with the children, which they really enjoyed. We have also continued with our Autumn theme and the children have been exploring different animals such as Owls, Fox, Squirrels etc.



Making a vegetable pizza

Communication and language - Speaking

Iqra, Nahya, Keerath, Mohammed Saif, Amina, Aymen, Hidaya, Theo and Chloe all took part in making a vegetable pizza with the practitioner. The practitioner introduced all ingredients that was going to be used during this activity to the children such as tomato paste, red pepper, mushrooms, sweetcorn, grated cheese. The children were each given some pizza dough that had been prepared for the activity and their individual rolling pins, the practitioner demonstrated to the children how to roll the dough into a circle. Each child was given their own dough and began pressing it down to flatten using their hands and their rolling pin. Nahya, Aymen and Keerath said to the practitioner, 'it's sticky', being able to [use language to share feelings, experiences, and thoughts](#). When they said it's sticky Hidaya responded, 'I make cake at home'. Hidaya was able to [build up her vocabulary that reflects the breadth of their experiences](#).





After the children had completed rolling out their dough the practitioner squeezed some tomato puree onto their dough and the children had to spread it around using a child friendly knife. The practitioner then asked the children 'what would you like to top your pizza with?' All the children confidently added all the ingredients by themselves onto the pizza. Chloe, Hidayya, Saif, Keerath, and Theo were able to roll the dough independently and all the children were able to top the pizza with their choice of vegetables. During the activity the practitioner asked the children to taste all the ingredients apart from the mushrooms because the practitioner explained to the children, 'we can't eat the mushroom unless

its cooked'. The practitioner then asked the children 'what shape is the pizza?' All the children were able to identify the shape and responded, "it's a circle".

During the afternoon session Murat, Uriel and Andreas also had the opportunity to make their individual pizza, and they really enjoyed taking part in this cooking activity. Uriel and Andreas were able to use their fine motor skills to roll the pizza and the practitioner asked them to taste the vegetables as they prepared their pizza's, Murat asked the practitioner for help with rolling the pizza.

Making Paper plate owls:



Linking to our Autumn theme the children took part in yet another creative activity as they explored some of the winter animals. Star room children spent some time creating their individual owls which was exciting, and all the children participated in this activity. The practitioner provided some glue, glue sticks, paper plates, googly eyes and colored tissue paper for this activity.



Ayemen, Hidayya, Amina, Keerath, Saif, Theo, Iqra, and Chloe enjoyed decorating owls by using a glue stick and spreading glue all over their paper plates to begin with. Hidayya said, "it is too sticky" whilst using the PVA glue. The practitioner told her 'It is ok, you can wash your hands afterwards and she

continued with the activity. Once they had all finished spreading glue onto their plates the practitioner gave each of them some brown and orange tissue paper which they had to carefully stick down using their pincer grasp.

The children were then given some large google eyes to stick onto their individual Owls. The practitioner asked the children how many eyes owl has? Ayemen replied to the practitioner "Owl has got two eyes". The practitioner asked children who can tell me what colour the Owls feather

is? and Keerath replied, "it is brown and orange". The afternoon children also took part in the activity of making owls Murat, Michaeah and Andreas showed interest in spreading the glue all over the paper plate and sticking the owls' feather on the plate.

In star room we also had our interest table decorated with the owl babies' story and props for the children to explore and read as part of our theme, along with some of the leaves they had collected from our garden.



Bonus Class

French

Expressive arts and design – Creating with materials:

The children took part in a French lesson and the focus of the lesson was Autumn, the children had fun learning about the different coloured leaves they find on the floor and the types of animals they have seen.

Debbie (Our French teacher) started the session with the children by singing the hello song in French, once the song had come to an end the teacher handed one ball around to each child, and once they receive the ball they had to say, "bonjour je' m'appelle" and then their name the children loved taking on the challenge. The children were able to remember how to say, 'my name is' in French as they were [able to use language in recalling past experiences](#). The second part of the lesson was learning all about emotions and how people feel when they're out in the autumn for example some people may be scared cold or sweaty. The French teacher provided a bag of scarves and made the children take turns to take a scarf and swing it around in the air pretending they are the autumn leaves. The teacher asked them to start off doing it fast and then slow down whilst they go low to the floor, allowing the children to [show an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow](#). Once the children finished with this activity, the teacher went onto giving star room children shakers, the instruction the song gave the children would have to shake the shaker in that area. The children [enjoyed joining in with moving, dancing and ring games](#) as they asked the teacher to do it again.



