

Roof Top Nursery celebrated its 17<sup>th</sup> Anniversary by having a fundraising day at our nursery with children and parents from both sites. The children had the opportunity to engage in various activities, there were all sorts of fun things from a bouncy castle, decorating face masks, creating bookmarks, making personalised Jewelry, Henna tattoos, face painting and even selling some yummy treats. We hope you all enjoyed participating in this event.

Thank you to all parents and children who joined us at our fundraising event. We managed to raise a whopping **£1200!** which will be used to buy additional resources for the children in each room.

Thank you to all the staff members that went out of their way to bake the delicious cakes and dishes and for preparing all the resources for the activities, we couldn't have done it without you all! We would also like to announce our Raffle prize winner this year at from our other site Ottoway:

**Congratulations** to our raffle prize winner, **Vincenzo's** parents Cary and Leonardo!! Well-done and we hope you liked all the goodies in your hamper!

***We would also like to thank all the parents and carer's that participated in this event and contributed towards raising the money, you've all been amazing!***



A very happy birthday to Chiara, Nahya, Willow, Bobby, Mason & Nyok



# celebrate!



## A little bit of Rooftop history

Roof Top Nursery was founded 20 years ago by Hafiza Bhaiyat, who at the time was a young mother looking for childcare in Hackney that she felt was best for her child, and after visiting many nurseries she was inspired to open up her own nursery. Her vision was to provide childcare to the children in Hackney and like most parents she yearned for a fun, safe environment that provided individual care for their child and see each child as unique individuals.



After five long years of searching for a suitable location, sourcing an architect, contractors, obtaining planning permission, and demolishing the old school keeper's house at Benthall Primary School, a purpose-made building was built for children to develop in all areas of learning. With no previous experience of business or childcare, Hafiza gained her qualification and expertise by looking after children in other settings whilst the project blossomed into something very beautiful. The business has since grown into a successful and viable nursery.

But Roof Top Nursery is not just a Daycare nursery it is a space where the owner creates love and passion within her team and inspires vision amongst the team. The children are loved and cared for, the team and children are given a secure space to make them feel at home. As we see the children develop into confident individuals watching them walk down the street after school as proud individuals gives the owner and workforce strength to continue the passion. 20 years on, this story still continues to blossom and grow, and we wish many, many happy enjoyable years for Roof Top Nursery.

**Manager's comment:** Looking back at the years, we have achieved plenty: stories have been captured, new themes and concepts have been learnt, and songs have been memorised. Reams of paper and craft supplies have been used. Every day we are inspired by whatever new comes our way, overcoming all challenges that have presented us and the years have taught us that our small steps taken every day come together to pave the path to lifelong skills!

### A few parent comments over the years

Wonderful nursery. Dedicated and kind staff, very well organised and good ethos and management runs through the whole place. Our older daughter spent some time here and our two-year-old daughter now, very happy and loving it – **Karla Hill (2021)**

A fabulous nursery! Such a caring team, providing a beautiful space and so much imaginative play. We have been so happy with the care our eldest child had that we have chosen to send our youngest here too. The extra activities are fantastic with French, music, football, forest school and yoga too! Such a special place for children and the social activities including female and male carer's days are wonderful. – **A.W (2021)**

Very friendly and caring nursery staff, who are accommodating and helpful when parents express concerns, they work together to reach children's goals. Activities are very well structured and varied. Daily updates are available for parents. **Asma S (April 2022)**



Here are some pictures from our 17<sup>th</sup> Anniversary fun week





## 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 programmes offered at Rooftop Nursery

Bonus programmes	For who?	Days & Times
French sessions	Star Room	Wednesday (Fortnightly) 11:15am
Forest Play	Star room	Thursdays (Fortnightly between Spring and Autumn)
Heuristic play	Rainbow/ Star	Weekly
Yoga/ Tai chi	Rainbow/S tar	Weekly
Tiny Mites	Rainbow/S tar	Monday 9:15-10-15

# Sunshine Room

## Welcome to Sunshine Room

We would like to give a warm welcome to all the new babies Willow, Elyas and Siena that have enrolled at Rooftop nursery and have settled into Sunshine room

## Exploring different food textures

Sunshine room was introduced to different types of fruits and vegetables to explore different food textures. As our room now has a good number of children that have settled and are having snacks and lunch at the nursery, most of them need support and encouragement from the practitioner to eat and try new foods. Practitioners put in place different activities that involve children exploring the textures and seeing how the food can be transformed from solid to liquid. This activity will help the babies have a different taste in foods and explore more with their sensory development.

### Water play with fruits and vegetables

#### Physical Development: Health and self-care

Sunshine room children had fun taking part in their morning activity which was water play with some fruits and vegetables. The theme was all about food and exploring different textures, Nyok, Bobby, Cesar, and Boudicea really enjoyed exploring the fruits and vegetables in the water and they also started to **respond to size, reacting to very big or very small items that they see or try to pick up** when they were finding them in the water. Some of the children also tried to taste the toy food whilst splashing the water which was their favourite part of this activity.

Sunshine room children enjoyed this activity and the practitioner spoke about the names of the fruits and vegetables as they held each one in their hands whilst exploring. **Repeating single words** clearly and slowly to help familiarize the children with the names.

### Exploring boiled potatoes

#### Communication and Language - Understanding

Sunshine room children took part in exploring boiled potatoes for another activity where they were encouraged to use all their senses. The practitioner gave boiled potatoes to Cesar and Nyok. At first, Cesar used his right hand to pick up the piece and put it in his mouth, as he tasted the potato, he made a facial expression. The babies were able to **express feelings and communicate through gestures, facial expressions, movements, body language, and vocalizations**



The practitioner took his hand and helped him to feel, squash, and touch a potato using his fine motor skills. At first, Nyok watched the practitioner squashing potatoes, he then used both hands to hold the potato, and as he was holding them in his hands, he used his fine motor skills and senses to squeeze and taste. Both Cesar and Nyok enjoyed taking part in this activity.

The practitioner was able to support the children **following others' body language, including pointing and gestures**, when the practitioner showed the potatoes to Cesar and Nyok they immediately started to stretch their hands forward to reach the practitioner's hands to see where she was going to give them.

This shows that both babies have an understanding of using body movement and gesture to explore what is in front of them and also maintained good body control to follow the practitioner's lead.



## Autumn

Sunshine room children were introduced to our Autumn theme and were offered a range of activities related to the theme of the week. As the babies do not have a great understanding of the weather and what it means yet, the practitioner was able to incorporate activities that linked to the session and the practitioner made sure to make it baby-friendly by providing sensory activities such as water play, collecting leaves and exploring the textures, and using sticking resources with the support of the practitioner.



The babies were able to go outdoors to collect some leaves in the garden and make their Autumn tree and created Autumn-scented playdough and took part in many other activities. These activities help the children be more involved and learn about what's happening in the world around them & provides an opportunity to use their imaginations to create their own idea of what they see.

### Making Autumn tree with fingerprint

#### Physical Development: Moving and handling

Sunshine room children have been introduced to our Autumn 🍂 session where they were able to explore a range of colours whilst getting their hands messy at the same time. The practitioner prepared the coloured paint along with a large piece of white paper which was laid out on the table so that the children can form their fingerprints. Cairo, Boudicea, Orlando, Bobby and Cesar were supported to put their aprons on by the practitioner before beginning to explore. The babies were able **to actively cooperate with dressing/undressing**.

Firstly, the practitioners dipped their fingers into the paint and showed the children how to form fingerprints. Cesar



and Boudicea immediately dipped their fingers in the paint and look at it closely and then wiped it on their aprons showing that they didn't like the texture of the paint on their fingers.

All children enjoyed fingerprinting and exploring the colours. The practitioners encouraged the children to try touching the paint and use their senses to explore. Overall, they did well and got involved in this activity, only Orlando wanted to observe his friend, and enjoyed watching them. This activity is really good for the children to explore and [enjoy the sensory experience of making marks in food, damp sand, water, mud, paste or paint.](#)



### Making Autumn leaf suncatcher - Mathematics



Romy, Cesar, Bobby and Nyok enjoyed taking part in making autumn leaf suncatchers with the support of the practitioner.

The practitioner prepared the activity by getting some small paper plates, glue, glue sticks and leaves collected by the children from our garden.

The practitioner supported the babies to spread the glue on their individual



plates and thereafter guided them to stick the leaves around the plate. Nyok required a bit more support from the practitioner to stick the leaves, but Romy, Cesar and Bobby were confident in taking turns and exploring the resources provided.



The babies are becoming more confident in taking part in group activities. This activity also allowed the babies to observe [and explore the different sizes and shapes](#) of the leaves while they were sticking them together.

Overall, the activity went well, and the children were able to use their fine motor skills by squishing the leaves and using their little fingers to stick them on the paper.

### Diwali and Autumn

As Autumn season is in full swing, we continued with our Autumn theme. We supported the babies to explore with leaves, and some of our older children helped the practitioners to collect leaves from our Garden. We





carried out different types of creative activities such as exploring the texture of leaves and printing with leaves using Autumn colours.

As the Diwali celebration approached, babies carried out colourful activities such as Diwali lanterns, Diwali plates and painting an Elephant. Carrying out these activities, allowed us to incorporate **different cultures and celebrations** and give children the opportunity to learn and explore.



## Decorating Elephants

### Expressive arts and design - Being imaginative and expressive

As it was Diwali, the practitioner provided the children with the opportunity to explore different colours by making colourful elephants. Using their imagination. Orlando and Boudicea used their fine motor skills by holding the paintbrush and forming circles.

Willow was so excited to explore with colours, she used both her hands and dipped her hands into the green palette and from left, to right she was painting on the large piece of paper. The practitioner helped Romy, Cesar and Nyok to hold the paintbrush in their hands, making fine strokes. While all children engaged in the activity, the practitioner was communicating by saying single words for example "red", and "green" to the babies. The children were able to **make their own sounds in response when talked to by familiar adults**



## Leaf Printing - Understanding of the world

For our Autumn activity, we carried out leaf printing using Autumn colours such as orange and yellow. The practitioner prepared the paint and provided a large piece of paper. The children were supported by the Practitioner by putting on an apron to prevent the children from getting their clothes messy. The Children were given the choice to use their hands or paintbrush.

Cairo, Orlando, Cesar, Romy and Boudicea all took part in printing Autumn leaves. The practitioner Helped the children to use a paintbrush, Cairo pointed at the paintbrush, using his baby language asking to use paint brush by himself, Cairo dipped the brush into the paint, and painted on the paper making circles, he used his fine motor skills for this activity.



Cesar and Romy enjoyed painting their own hands as they enjoyed feeling the texture of the paint, they both attempted to put it in their mouth while using their senses however the practitioner prompted them to use their hands. Orlando picks up the leaf which was painted yellow, and he was waving in the air, all children enjoyed this activity with different colours, and textures. Boudicea used both hands to do the printing, and [enjoyed the sensory experience of making marks](#)



## Making lanterns for Diwali

### Expressive arts and design-creating with materials

To continue with our Diwali theme the practitioner provided resources for the children to create some colourful lanterns, the children explored using their artistic skills and their fine motor skills. The practitioner provided some glue, glue sticks, and shiny paper. The practitioner supported the children by guiding their hands whilst holding the resources needed to stick all the shiny papers and pom poms to the coloured card.

Orlando, Bobby, and Willow did well in taking part in the activity, they used their pincer grasp to select the resources and they were able to hold the shiny papers and placed them on their individual pieces of paper. Cesar and Romy needed a bit more support from the practitioner to guide their hands, but they did a great job. The activity also was able to support children



## Celebrating Willow's First Birthday

### People and communities

During the month of October, we celebrated Willow's birthday as she turned one. The practitioner decorated the room with some balloons and a banner and gave all the children some party hats to wear and sang 'Happy Birthday' to Willow. The children **enjoyed joining in with family customs and routines** as they celebrated this special moment with Willow.

Cesar, Bobby, Orlando and Romy were all excited to take part in the party as the practitioner played some music and did some dancing with them. They all had an enjoyable time taking part and did really well.



## Water play with Animals

### Physical Development-moving and handling

As the babies have shown interest in zoo animals recently, the practitioner carried out an activity combining their interest in water and animals to explore.

Cesar, Willow, Boudicea, Romy, Orlando and Nyok were all setting down with their aprons on ready to explore without the help of the practitioner. The practitioner placed a black tray on the table and added a bowl of warm water to the black tray with a variety of animals such as Lions, Deer, Giraffes and Tigers for the children to have their water play with. Practitioner repeated the names of the animals slowly and clearly so that the babies can familiarise themselves with the animals and figures by **listening to familiar sounds, words, or fingerplays**. Cairo and Orlando were ready to splash water onto their peer's faces, Nyok had Deer in his hand, he was dipping into the water, Cesar first observed his peers splashing water then he decided to pull the tray towards him, Willow got so excited that she decides to stand and play with water.

Water sensory play provides babies with creativity and imagination during play, and it also helps them with their fine motor skills, problem-solving, language development and social growth. The practitioner will continue to provide children with water play. during free play or adult-led activities as it supports them in their early growth. Overall, the babies enjoyed the activity.



## Black history month and Pumpkin week

### Dressing up and dancing to cultural music

#### Understanding the world – People and communities

As it was Black history month, our babies Cesar, Romy, Orlando, and Willow took part in culture music, and dance. The practitioner prepared an activity, for the children to explore diversity and supported the children to get dressed in some lovely, colourful costumes and listen and dance to cultural music. The practitioner gave the babies individual instruments to explore.

Cesar wore a green top with black and white African print applique. He was holding and shaking a Tambourine, He was babbling as well as enjoying the music with his peers and practitioners. Romy wore a blue top with an African pattern block print. She was holding a tambourine and stomping her feet on the carpet. Willow and Orlando also dressed up in colourful clothing and watched their peers create sounds with their instruments whilst listening to some cultural music.



The babies were encouraged to [experiment with a range of media – tools, materials, sound and whole-body movement --through multi-sensory exploration](#)

### Creating a Pumpkin with an orange playdough



#### Expressive arts and design: Being imaginative and expressive

As Halloween approached during the end of October, we took part in exploring pumpkins and created orange-coloured playdough to represent mini pumpkins. The babies enjoyed exploring a range of textures. The skills the babies have gained were using their sensory development to improve hand-eye coordination through squeezing, pinching, and pulling movements to strengthen their hand muscles and develop fine motor skills. The practitioner decided to do an activity which involved a range of ingredients such as plain flour, oil, salt, water, and orange colouring.

The practitioner began preparing the orange playdough with the children, she showed Cesar, Romy and Boudicea a real pumpkin and gave them some playdough to explore once it was made.



At first, Boudicea did not want to feel it, but the practitioner encouraged her while singing row, row, row your boat which is one of her favourite songs, as Boudicea observed the practitioner she took her right index finger, squeezed, and rolled the play dough. Boudicea also enjoyed mimicking the song, [becoming increasingly able to communicate both expressing and responding through body movements, gestures, facial expression, and vocalisations](#). Cesar and Romy enjoyed squeezing the playdough and also attended to put it in their mouth. The practitioners reminded them not to put it in their mouth and explore using their sense of touch.

## Bonus session

### Yoga - Communication and Language

#### Listening and attention

As part of the children's bonus class, they had an opportunity to take part in Yoga. This session is very therapeutic for the babies as it brings calm to their routines and gives them the opportunity to relax and form a range of stretches with support from the practitioners.

The babies participated in their Yoga session, the practitioner prepared this activity by placing soft cushions on the yoga mats and turning on some relaxing yoga music and sensory lights.

The practitioners supported all the children that took part in the activity and helped them lay down on the cushion whilst laying on their backs, and then with a gentle soft voice practitioner was talking to the babies. The practitioner helped them to lift their legs and arms up and down when stretching. This activity supported the children with **moving their whole bodies to sounds they enjoy, such as music or a regular beat.**

The children enjoyed taking part in this activity and the practitioners will introduce some simple poses during their next session.



## Rainbow Room

### We would like to welcome Omari to Rainbow Room

#### Reminders

If your child is toilet training, ensure your child has plenty of wipes and spare clothes and that 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 a 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)

### Cooking and Baking

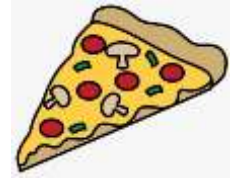
The children continued with cooking and baking activities as they really enjoyed it during the previous week and making sandwiches was one of the highlights. We will be continuing to introduce a cooking or baking activity at least once a week and provide the children with food play where they can explore different food textures during free play. This will help support some children who are very particular with certain food as we promote **British values** and **cultural capital** by giving the children opportunities to make their own choices.



Another example of implementing British values was when we took the children to our local pet shop and bought two gold fishes and encouraged the children to name them. The children have

also taken part in a party celebrating our 17<sup>th</sup> anniversary and we had an event on Saturday 1<sup>st</sup> of October which some parents and children attended.

### Making mini pizza - Physical development – Health and self-care



The children took part in making their own pizza and the following children participated: Andreas, Sariyah, Chiara, Nahya, Kymani, Le'ziah, Israa, Safwan, and Leo. Each child was given some dough which was made from eggs, milk, oil, yeast, and flour. The practitioner supported the children to roll their dough into a ball using their palms as she demonstrated this to the children. They were then told to flatten their dough by pressing onto their dough using their palm and spreading it out to a round flat shape. The children were provided with a range of toppings as we allowed them to make choices and choose their own toppings based on their likes and dislikes for their pizza such as peppers, sweetcorn, and cheese. Before adding their toppings to their pizza, the children were asked if they would like to first spread some tomato puree on their dough and everyone said 'yes'.

The children were given a child-friendly knife and were encouraged to spread the tomato puree on their dough, some children required help and some children were able to do this independently, and we also discussed safety when using knives and [taking practical action to reduce risk, showing their understanding that equipment and tools can be used safely](#). We allowed the children to express their favourite ingredients for toppings and discussed the benefits of vegetables, trying and [eating a healthy range of foodstuffs, and understanding the need for variety in food](#). The children were asked questions such as, 'do you think this pizza will keep you healthy?', 'how will it taste?', 'does it look the same?'. The children were able to listen and [follow simple instructions](#) step by step, given by the practitioner, experiment, and do things themselves. After the children have finished making their pizza, it was placed on a tray with their names on a baking paper ready to go in the oven and they were able to see the cause and effect of their pizza after it was baked such as the cheese melting and changing colour.



## Visiting our local pet shop - Cultural capital

### Understanding the world



The children visited our local pet shop in Mare Street, 'The Hackney Pet Shop', as we joined the other nursery children and staff who attended. We went to the pet shop one afternoon and took Olivia, Kymani, Aydin, and Idris with us. The children walked a short distance to reach their destination and observed their environment and surroundings on the way.



The children learned about road safety when we crossed the traffic lights as we recapped this with the children when crossing roads. Kymani pointed at a block of flats

and said to the practitioner, "that's my house", commenting and asking questions about aspects of their familiar world such as the place where they live or the natural world. Aydin showed interest in buses as he was pointing at some buses and shouting out numbers as we passed a few bus stops. When we arrived closer to the pet shop, we waited by the bus stop for the other children to arrive and greeted them as they came off the bus. We walked together to the pet shop and took a photo before entering inside. When we entered the shop, the children were fascinated by the animals as we saw some birds/parrots, rabbits, mice, hamsters, a variety of fish, and reptiles such as snakes and lizards. Idris and Olivia were looking at the tank and the practitioner told them that there was a snake. Olivia asked, "where's the snake", as she couldn't see it and Idris replied, "it's sleeping", as it was hiding under the wooden log and the practitioner pointed it to them. The children were able to talk about some of the things they observed such as plants, animals, and natural and found objects.

Kymani was a little scared of the animals and wanted to be held by the practitioner and he observed and looked around whilst he was carried by the practitioner. Olivia really likes pets as she always plays with animal toys at the nursery and was asking to see some cats at the pet shop. After the children have looked around, we told the children that we will be buying two goldfish to take to the nursery and look after them. The children became excited and happy as we bought fish, and this will benefit the children as it teaches them to take responsibility and show care as each child will take turns to feed them, showing care and concern for living things and the environment.



These are our two goldfish  
their names are **Mermaid & Flower**



## Under The Sea

The children took part in a theme of exploring and learning about different sea animals and creatures as the children visited the pet shop and bought two goldfish. The children have been really excited to have a pet fish and are taking turns feeding them. The children have taken part in different activities such as painting sharks, making handprint goldfish, making ocean slime, and reading the story of the rainbow fish book with props and puppets. The children have also taken part in water play with different sea creatures, boats, shells, pebbles, and sand during free play.



### Handprint goldfish

#### Expressive arts and design

The children in the morning and afternoon took part in making a handprint goldfish. In the morning, Kymani, Idris, Olivia, Lamia, Nora, and Simone took part. In the afternoon, Exauciane, Aydin, Kymani, and Idris participated. Kymani and Idris took part in this painting activity twice as they both wanted to do it again. The practitioner first showed the children two toy fishes and asked the children, 'where do fishes live?'. Kymani replied, "in the water" and Nora said, "in the sea".

The practitioner also showed the children our two-pet goldfish which is kept in a small tank in our corridor area. The practitioners asked the children some questions such as, 'what does the fish look like?' Olivia said, "it has two eyes", and the practitioner questioned further to allow the children to think about how fishes live. The practitioner asked the children, 'do fishes walk or swim?', and the children replied, "swim", as they were able to answer who, what, when, and how questions.

The practitioner explained to the children how fishes survive for example, 'just like every other living thing, fishes need oxygen to live, but they don't breathe in the air using their lungs as we do. They take water in through their mouth and push it out through their gills which are special organs with openings near their head'. The practitioner also explained to the children that 'fish can only live in water and that they will not survive without water'. The children then took part in a painting activity where the practitioner supported them to paint the inside of their hand and then place it onto their paper to form a fish shape. Some children liked getting their hands painted but some children didn't, so the practitioner gave them a choice of whether they would like to paint using a paintbrush inside of their hands. The children used the colour orange as our goldfishes are orange and water and the children decorated their fish with gold glitter and then added googly eyes to them.





## Making biscuits - Mathematics – Shape, size, and measurement



The children took part in making biscuits as they enjoy baking activities. This activity consisted of Chiara, Leo, Nahya, Andreas, Safwan, Idris, Le'ziah, and our new settler Omari. The practitioner introduced the ingredients being used to the children and named each one such as eggs, butter, cinnamon powder, vanilla essence, and flour.



The practitioner first showed the children the eggs and asked the children, 'how many eggs she was holding?'. The children replied,

"two". The practitioner then asked, 'where do eggs come from?'. Chiara replied, "chicken". The practitioner praised Chiara and said, "well done that's right, eggs come from hens". The practitioner asked, 'who would like to crack the eggs?', Chiara and Nahya both put their hands up and shouted "me", as Nahya cracked the first egg and Chiara cracked the second. The children then took turns mixing the eggs using a whisk and passed the bowl around. Omari, Leo, Idris, and Safwan took turns adding some butter to the mixture using a spoon. Andreas poured some cinnamon powder into the mixture and before that, the practitioner passed the cinnamon powder around for the children to smell it. Idris poured in the vanilla essence and then the children poured in the final ingredient which was flour. Leo, Le'ziah, Idris and Safwan, Chiara, and Omari poured in the flour and **listened well to the instruction given** by the practitioner as she told them to pour bit by bit and stopped when they were told to. The practitioner then did the final part where she poured some more flour and started moulding the dough with her hand as it was becoming harder to mix using a whisk.

When the biscuit dough was complete, the practitioner gave the children some dough to form their biscuit shape. The children rolled their dough into a ball and then placed it flat down to make their biscuit shape. The children were given a choice of what shape cutter they would like to use and were supported to press their cutter onto their biscuit dough to form their shape.

After the biscuits were made, the practitioner placed the biscuits onto a tray with baking paper and told the children that they will be sent to the kitchen to bake in the oven. The children remembered what shape biscuits they formed such as a figure of a person, heart, star, flower, and other shapes and were excited to take their biscuits home at the end of the session



## Black history month

The children have taken part in the topic of **Black History Month** and learned about some of the important people in History such as Garret Morgen (the first man who invited the traffic lights). Benjamin Banneker (the man who invented time) and Sarah Breedlove the first woman who invented a hair comb. The children have taken part in some activities such as tasting plantain, taking part in a cultural dressing up and listening to different music and reading books about differences and talking about diversity.



### Dressing up and dancing to cultural music

#### Understanding the world – People and communities



Rainbow room children have taken part in dressing up in different clothing as one of our members of staff 'Janet' who works in Rainbow room has brought in some traditional clothes for the children to wear.



The practitioners helped the children to dress up and were all given a choice of what clothing they would like to put on. Leo, Le'ziah, Idris, Nahya, and Andreas all took part.



Andreas chose not to dress up in the beginning, however, when he saw his peers dressing up, he then wanted to put on an outfit too.

This activity gave the children the opportunity to [learn that they have similarities and differences that connect them to and distinguish them from others](#) as we talked about who also wears cultural clothing at home. The practitioner also dressed up and gave the children natural musical instruments which are made from wood. The children were fascinated to explore the different types of instruments and the sounds they make as they danced to cultural music. The children first sat in a circle to explore the different instruments given and they all [showed an interest in the way the instruments sound and experimented with ways of playing them, such as loud or quiet, fast, or slow.](#)



We will continue to display cultural clothing in our dressing-up unit and provide the children with the opportunity to dress up during the rest of the month where they can continue to explore during free play.

### Forest play

The children took part in their third forest play session, and it was our last session for the term. This consisted of three children, Idris, Sariyah, and Aydin and it was Aydin's first-time taking part in Forest play. On our way to Forest play, the practitioners talked about safety when crossing roads and traffic lights. The children took turns in pressing the wait button and the practitioner reminded the children that "red man means stop" and "green man means go". The children observed what was around them as they were walking and as walked past Tesco Idris pointed at it and said Tesco as he recognised his local supermarket. Sariyah also pointed down one of the roads and the practitioners asked her, what is it? Sariyah replied, "my house". The children were able to **comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.**



### Start of the session:

When we arrived at the designated area, Hafiza put tape around and then the children gathered in a circle to talk about the forest play rules as it was some of the children's first-time taking part in forest play. To gain the children's attention, she first told the children to put their hands together in the middle and pretend to stir the honey pot. Hafiza then told the children to stick both their arms into the honey (middle) and then stick it to their friend's elbow next to them and did this whilst squatting down. The children were able to **focus their attention and respond to instructions** as we went through the forest play rules with the children as the first rule is 'no picking', 'no licking' and the children repeat after her. The second rule is, 'no passing through the red tape' for the children to understand safety and danger. The third rule is 'when you see a bee or a dog, you cross your arms and do (x-factor)' as the children also imitated this action by also crossing their arms. The fourth rule is, when Hafiza says, '1,2,3 camp base, then we stop what we are doing, and we all gather back to the middle.



### Mud painting:

The children sat around Hafiza and were provided with buckets and brushes as the children used a spade to dig some soil. Whilst digging the soil for mud painting Hafiza found a worm again and told the children what she found. Hafiza then asked the children, "who would like to hold the worm?" Sariyah was standing by Hafiza as she was observing the worm and she wanted to hold it. The children took a bucket and a brush and were encouraged to dig and place some soil inside their buckets. Hafiza then encouraged the children to pour some water inside their buckets and mix it with their brushes to form mud. Aydin didn't want soil and only wanted to pour water inside his bucket as he went off to do water painting inside of mud painting. Idris, Sariyah, and Aydin enjoyed



painting the log, Aydin was writing letters with the paintbrush and wrote his name and his brother's name as he spelt the letters at the same time. Aydin shows interest in letters and identifies the initial letters of his own name and other familiar words.

### Log climbing:

The children were set free to climb on the log and Aydin and Idris did not want to try as they were feeling a bit scared. The practitioner encouraged Sariyah as she attempted to climb and as she tried a couple of times with the help of the practitioner, she was then very confident and was able to climb without no adult support. The practitioner then supported Sariyah to jump off the log by holding her hand and was able to crawl up on the log starting from the very low part of the log, experimenting with different ways of moving, testing out ideas, and adapting movements to reduce risk.

### Autumn animal craft:

The children set up a craft activity to do using leaves and natural resources they find and stick on a piece of paper to make an autumn animal or anything else of their own choice. First, the children were told to go around and collect some fallen leaves and any natural things they find and place them on the mat. When the children were finished collecting, they all gathered around the mat and were given a piece of paper, a glue stick, googly eyes and a felt-tip pen. The practitioner made an example as she stuck different coloured and shaped leaves on a piece of paper with eyes as she made an owl. The children really enjoyed this activity and Aydin asked the practitioner how to spell her name as she spelt it for him, and Aydin wrote Peri and his own name on his work. Idris was showing the practitioner what he had done, and the practitioner asked him, 'what did you make?', he replied, "owl", giving meaning to his marks and work.



**This was the children's last forest play session for the term, and we will resume our session next Spring 2023 – A big well done to all the children that participated and learned new skills during Forest play**



