

A very happy birthday to Jad, Emmett Lowen & Zephaniah

Roof top
nursery

Roof Top Nursery

Sparkler Display



All the children and staff took part in enjoying Bonfire night on Friday 4th November. We all enjoyed a wonderful sparkler display done by Hafiza, Shamima and Charnelle on the play roof. The practitioner spoke to all children about how to safely take part by going over a few rules such as not standing up and sitting afar in a safe spot. The children sat very nicely and followed the instructions whilst they watched the display. We had amazing sound effects of fireworks through our new speaker system. The children all watched in wonder as they watched all the sparkles being lit and all the beautiful colours that sparkled. You can check tapestry for further videos & pictures!

BBC's Children in Need The children and staff had so much fun engaging in creative Pudsey Bear-related activities and taking part in a PJ and dance party not only one but two days, in which we had the opportunity to raise money for children that are in need. *

Thank you to all the parents, children and staff who helped us raise money for Children In Need and who came to the 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 **£105.00** in total between both sites



Welcoming new staff at Roof Top Nursery

Please join us in welcoming our new Deputy Manager Rumaiza. Rumaiza has settled into Rooftop nursery and has been supportive towards the team. Rumaiza has completed BTEC Level and is currently studying international business management, she is looking forward to building positive relationships with all our lovely parents, staff, and children.



Parent Notices



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>

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 Wednesday 21st December 2022 between 3 pm – 5 pm)

All children our welcome to join the party, there will be plenty of food, snacks, games and presents for the children.

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 2018 and 31 August 2019, they would normally start reception class in September 2022. You must apply before 15th January 2023 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



Sunshine Room

Pumpkin Week



We introduced the theme of pumpkins to the babies as we approached to the end of October and the festive of All Hallows Eve begins, what a great opportunity to explore pumpkin season with babies. We carried out a lot of messy play activities using the theme colours and used toys that related to the theme, for e.g., making orange and black playdough, playing with creepy crawly spider toys, and pumpkin sensory play.



Expressive Art and Design – Being imaginative and expressive



For our activity we prepared a pumpkin-themed sensory tray for the babies, the babies added orange lentils, multi-coloured pasta, plain rice, insects, and glitter to the tray the babies had fun feeling the different textures in the tray. The practitioner added the sensory items inside the carved-out pumpkin, which the babies enjoyed, they filled the palm of their hands with lentils, rice, and glitter and enjoyed filling up the pumpkin. When the pumpkin was half filled the practitioner poured all the lentils and rice out the babies watched with excitement, Maya also said



‘woooow’ as she watched everything pour out of the pumpkin.

Pumpkin party



Personal, Social, and Emotional Development – Making relationships

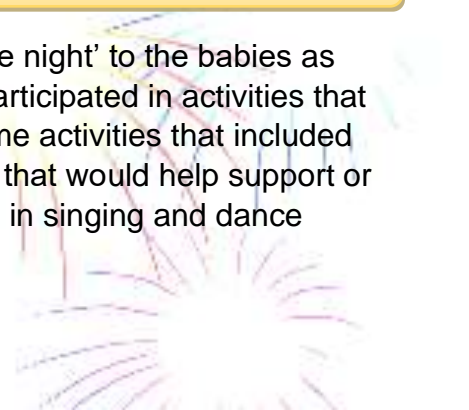
The children had a pumpkin party, during the party the babies sat around the snack table and enjoyed their snacks. While they ate their snacks, there was music playing in the background which Mia enjoyed as she bounced up and down and smiled while eating her snacks. Maya used very good language whilst at the table, she asked the practitioner for “more apple” and “water”. Jayce also really enjoyed listening to the music as this made him get up from his seat and start moving his body to the beat of the music. Everyone had a choice to also dress up in costumes, some practitioners dresses as Winnie the witch.



Bonfire night



We introduced the theme ‘Fireworks/Bonfire night’ to the babies as Bonfire night is approaching. The babies participated in activities that related to fireworks but also carried out some activities that included some of our babies’ interests and activities that would help support or reach their targets. The babies participated in singing and dance



sessions to help/ encourage them to move their bodies to the rhythm/beats, they also did some messy activities, for example, painting a firework display with tissue roll and paint brushes.

Expressive Art and Design – Creating with materials - Collage



The babies participated in a sticking and gluing activity, where the practitioner placed different types of shaped shiny papers. We used shiny materials to represent the fireworks. The babies first enjoyed looking at and feeling the shiny paper and scrunching the paper in their hands, the babies also really enjoyed using the glue spreaders to spread the glue all over the paper, they enjoyed doing this more than sticking the shiny materials down. Most of the babies showed good use of the pincer grip. Maya used good hand-eye coordination

when spreading the glue around her page, she also used very good vocabulary when asking for “more glue”. Jayce enjoyed using his hand to spread the glue around his paper.



Expressive Art and Design – Creating with materials – Fireworks printing



The babies all participated in creating the firework display. The practitioner put up a visual representation of a firework display as well as playing a video with firework sound effects, the practitioner imitated the sounds of the fireworks and some of the babies tried to copy. Jayce

enjoyed using his hands to smudge the paint around the paper, Maya listened very well to the practitioner when demonstrating the activity, she then followed the practitioner’s actions and started to make stamps with the cardboard rolls and choosing between the choice of 2 colours of paint. They all had a turn at dipping in the paint and printing on the paper and they noticed marks they made as they pointed and babbles sounds with interest.



Children’s Targets

We focused on activities to help the babies achieve their targets as the term comes to an end. The Babies also explored sensory play with corn flour, playdough, and food play. Maya also enjoys mark-making. They have been showing an interest in wild animals and dinosaurs too.

Physical Development – Moving and handling Sticking activity:

We carried out a gluing and sticking activity for the babies, we used different crafty materials like feathers, shiny pieces of paper, pompoms, and a variety of tissue paper. The main aim of the activity was for the babies to show good use of their pincer grip and move, which they did. The babies enjoyed exploring the different colours



and textures of the materials in this activity while moving and handling, they also really enjoyed holding the glue spreaders in a pincer grip and spreading the glue onto the paper, and feeling the different textures of the different craft pieces.

Communication & language - What's in the bag: Speaking



The babies took part in our weekly language group session 'What's in the bag?' (Random objects), all the babies were excited to participate in this activity when the practitioner started to sing the 'What's in the bag' song they all started to gather around the practitioner and sit in a big circle. The target for this activity was to get some of the babies to use single words by repeating the names of some of the objects, which the babies were able to do. Marlow picked out a car from the bag and as he picked out the car, the practitioner said "wow is that a car?", Marlow then repeated the word "car" while holding his car up. Vincenzo picked out a blue sensory 3D hexagon, the practitioner said "that is a blue hexagon" and Vincenzo attempted to say the word "blue". Once all the children have a turn and practice the words or sounds they are encouraged to put all items back in the bag and we said "finished" to end it.

Physical Development: - Moving and handling - Corn flour play:

The provided a corn flour sensory tray, and all the babies participated and enjoyed this activity, as the practitioner started to pour the corn flour into the tray, the children began to rub the corn starch between their fingers while they were doing that the practitioner was describing the corn flour as "soft" and "fluffy". The practitioner then poured in water into the tuff spot and gave the children paintbrushes to combine the water with the corn flour the practitioner then demonstrated how they should mix with the paintbrush in a circular motion Maya, Jayce, Marlow, Gabriel, and Vincenzo then all started to mix the corn flour in a circular motion with a paintbrush. The target for this activity was to get the babies to enjoy the sensory experience of making marks in the corn starch which they showed they all did.



Remembrance Day and Children in need

We carried out simple activities to introduce this to the babies by showing them poppies and making red poppy playdough.



Physical Development - moving and handling

The babies made red play dough and then added black poppy seeds, all the children participated in this activity. Gabriel enjoyed helping the practitioner out by adding the flour to the bowl. To develop their small motor skills so that they can use a range of tools competently, safely and



confidently, Maya was interested in mixing the play dough together with a wooden spoon she used her right hand to hold and stir. Maya also wanted to help the practitioner with the activity she uses 2–3-word sentences in her everyday talk saying “my turn” when the practitioner was picking up the oil, flour and water. Then they mixed in the red powder paint to the dough encouraging them to knead the dough using their gross motor skills, some repeated “squeeze” as they manipulate the dough, then for the final touch we added the black seeds to the playdough, the babies found it satisfying and were curious what they should do with the black seeds, all the babies started to pick at them using their pincer grip. The babies used lots of pointing, gestures and babbling as they show interest in the black poppy seeds in the dough.

Children in Need

We have introduced the babies to Children in need by creating activities around the big yellow Pudsey bear as well as taking part in a pyjama party.

Understanding the World - Pyjama Party –people and communities

The practitioner’s prepared a wonderful pyjama party with a tent set up in the room with cushions, soft toys and books. All the children and practitioners dressed up in their lovely cosy pyjamas. For afternoon tea the children had party snacks and music. Mia moved up and down in her seat and clapped her hands then all the children got up to dance together. The practitioner then got the babies to sit under the tent all cosied up and read a story to them. Vincenzo, Jayce and Gabriel were most fascinated by it as they were trying to reach the top of the tent and found it amusing.



Expressive Art and Design - Pudsey headbands

The practitioner prepared the activity with yellow card, cut-out ears, paint rollers and used a visual of Pudsey to support them make the link. We showed the children how to use the stamp markers on the ears. Maya really enjoyed this activity the practitioner was saying the names of the different colours pink, yellow and orange and imitating back what they said with new vocabulary added. Maya then repeated after the practitioner pink, yellow and orange while Maya Begin to show accuracy and care when drawing made dots on the paper, she used her right hand to hold the stamp marker and presses down on the paper to make dots with the stamp marker. Jayce liked making random marks on his children in need ears, while doing this he used his right. While Vincenzo used the stamp maker and it started to run out, he would say more and point the maker towards the practitioner to tell her that he needs a new one. Gabriel was also involved in the activity. Ruby observed the children and then reached for the paper. Once they were ready the practitioner stapled them together and the children got to wear them on their heads, some used them during the pyjama party.



Rainbow Room



Pumpkin week

To support the children's understanding and to learn more about the All Hallows' Eve celebration, the children engaged in arts and crafts activities, junk modelling, sensory and messy play activities including pumpkin carving, making sock puppets and having a pumpkin party.

Pumpkin Carving

To further support the children's [sensory exploration](#), we introduced the children to the concept of pumpkin carving. The children used plastic spoons and also their hands to pull out the seeds and pulp from the inside of the pumpkin. They placed all the insides, into a metal bowl and set it aside. Then they washed the pumpkin and their hands in the bathroom. Dylan and Soul enjoyed the sensory experience of [using their hands to feel the pulp and seeds](#) inside the pumpkin, scooping it with plastic spoons and [smelling it](#). As they used their hands to feel the inside of the pumpkin, Dylan and Soul agreed, "Bleh... it's so sticky!" Phoebe sniffed the pumpkin pulp inside the pumpkin and said, "Oh, it's smelly."



Making sock puppet ghosts



To support the children's ability to [link characters and make-believe features](#) of the All Hallows' Eve festival, we implemented a modelling activity where the children decorated some white socks and placed googly eyes to create sock puppet ghosts. The children were also able to [express their imagination through movement and creative arts](#). They chose from a range of decorative resources including white and silver glitter, sequins, googly eyes and PVA glue. They were [free to choose which resources to use](#) and decorated the socks the way they wanted. This promotes democracy as part of learning about [British values](#). Peggy picked up a green shiny sequin from the tray explaining, "This one is very shiny." Marley pointed to the sequin Peggy had chosen and explained, "That one is my mummy, that green one." Peggy showed kindness and consideration for her peer and picked out another green sequin passing it to Marley. They used their [fine motor skills](#) to grasp the resources and place them onto their socks.



Pumpkin Party



We had a pumpkin party in the afternoon. We did not want anyone to feel excluded, so children who did not come dressed up from home had an opportunity to choose their costumes in the nursery.



The children then had snacks and listened to some pumpkin-themed songs. Children also danced, [moving freely to the music to the music and moving to the beat](#) with a practitioner, spinning, jumping, skipping and holding hands. This supported their physical development as they used their gross motor skills to get their heart beating faster and exercising their bodies. They danced to 'The Addams family' song, 'Ghostbusters', and 'This is Halloween' from a Disney movie.



Food preparation

We dedicated an entire week, to exploring and becoming more familiar with different food types. We encouraged the children to participate in food preparation activities, including making mini pizzas, fruit smoothies, tasting dates, figs, etc. Our aim was for the children who are shy and nervous about food to become and feel more relaxed and comfortable trying new foods.



Trip to the supermarket



To begin exploring different food we organised and implemented a trip to the supermarket to buy some fresh fruits and vegetables. While we walked to the supermarket, we had a conversation amongst ourselves about [what we would buy and what we would make with them](#).



The children had a discussion and agreed to make a smoothie with some fruits and to make soup with some vegetables. While we were at the store, the children were put into small groups and agreed together on which fruits to pick and then put them into a paper bag. Blue-

Jean picked two potatoes, while Soul picked a vine of tomatoes. William picked a banana and Adam was happy with the choice of banana. Alaia and Dylan then picked out a courgette and [explored the texture of the pineapple's outer skin](#).





Personal Development: Health and Self Care – Making Banana and Avocado

Smoothies

When we returned from the supermarket, the children washed their hands and then sat around the activity table. There were butter knives, chopping boards, and a basket of fruit we bought from the shop. The children put their cooking aprons on while the practitioners peeled the skin of the avocados and then encouraged them to chop them into small chunks using their knives. As they excitedly chopped the fruit avocado and banana, they discussed knife safety and the important do's and don'ts when preparing food and using cutlery. The fruit was then placed into two separate bowls and later blended with cow's milk. Later that day, the children tasted the smoothie after having their snacks and drank it from plastic cups. Some children enjoyed the smoothie, while others were not so keen.



Physical Development: Moving and Handling – Making mini pizza

To further support the children's involvement in food preparations we made some mini pizzas using English muffins, tomato puree, and cheese. We had grated some cheese beforehand and laid out the ingredients on the table. The children placed their English muffins onto their chopping boards and the practitioner helped them to cut them down the middle in half. Once their muffins had been cut they squeezed some tomato puree onto their muffins and spread it around using their butter knives, then took a pinch of cheese each and scattered it on top of the muffin. Juliet really enjoyed this activity, and even ate her whole pizza! While Jad put a little of the cheese into his mouth.



Children in need and Remembrance Day

Understanding the world and creating with materials: Painting Paper Plate Poppies

To support the children to make links between events and objects/things, we implemented a painting/craft activity, where the children painted paper plates red, using paintbrushes and red paint. Dylan, Soul, Phoebe and Juliet stood around the table and used their paintbrushes to stroke red paint onto the paper plates. This is encouraging children to hold their paintbrushes and make connections between their movements and the marks that they make. To support their understanding of why they are doing this activity and to give their marks meaning, the practitioner explained to the children why people wear poppies in November. She explained that Poppies grew in the land where the soldiers fought with each other. Soul said: "That's not nice". He then said: "Not nice fighting". The practitioner agreed and this sparked a conversation/discussion about fighting and what is right and wrong.



Physical development: Jad birthday party

We celebrated Jad's birthday as he turned 3 years old!



The children were ready for the party in the afternoon they sat around the table as the practitioner put the candle onto the cake, we sang the Happy birthday song and slowly the practitioner brought over the cake to Jad and he was so happy and smiling when he saw his cake come to him. He then blew the candles out on the cake and the children gave 3 cheers saying "hip-hip hooray".

We started giving some snacks food including pitta bread, hummus dip, strawberries and avocado. Also, as it was we were celebrating a party we had some crisps. As all the

children finished, we then got children to dance in the middle of the room as all the children enjoyed using their hand and body movements to the songs. Jad was having fun and danced a little to the music. This gave Rainbow room a chance to [Show interest, dance and sing to music rhymes and songs, imitating the movements of others.](#)



Physical development: Zephaniah birthday party

Zephaniah had a wonderful time at his birthday party. Rainbow room sang happy birthday to him. Zephaniah showed a lot of excitement to blow out the candle, but he did have a little help with it. We tried to explain the concept to him and others about the importance of the candle. Rainbow room staff made him a lovely fruit cake with apples and oranges. The children had some snacks with soup and bread and some party snacks like crisps. After the snacks were done, they all had a little dance party with lots of nursery rhymes, party music and Disney songs.



Our pyjama party



To celebrate children in need staff and children dressed up in our pyjamas for the day, and had an amazing party in the afternoon.

The children took some photos with their friends throughout their day as they proudly showcased their pyjamas, even with some matching. Throughout the day, the children [shared the joy](#) of their



matching pyjamas with each other, smiling, cuddling, and laughing together as they realised, they are wearing their pyjamas. Each child spoke about the pyjamas that they wore, [pointing to the different graphics and patterns](#) on their pyjamas and [explaining why they like their pyjamas.](#) In the afternoon, the



children gathered around a large table with a pretty tablecloth on it, wore party hats and **engaged in social interaction** once again, as they spoke about their pyjamas. The practitioner then began to speak about a serious topic and the children **listened in a focused manner**. She began to explain to the children that some children and older people are unable to do things the same way we are because they may have no legs or the muscles in their legs don't work so they can't walk. The children had their input as they **described some people they have seen in their past experiences**. For example: "I saw lady in a wheelchair, at the park" **Soul exclaimed**. After they had their snacks, the **children danced to some upbeat dance music** for a while, **holding hands and jumping around with their peers** and giggling together, sharing their joy and excitement. To complete our pyjama day we sat underneath our tent and turned the lights off, with soothing music in the background the children shared some pillows with one another and the practitioner read a big book. The children **showed attentiveness** as they were engrossed in the practitioner's storytelling.



Bonus class

Heuristic play



To support the children's **exploratory impulse**, we implemented a heuristic play session where the children are free to explore the room with a few tables and areas set with a mixture of household and everyday items and resources such as door handles, buttons, elastic, and bottles.

Dylan, Soul, and Blue Jean all stood around one table with Metal Dishes and utensils. They **thought of their own ideas** and used the utensils to bang the metal bowls after they had turned them upside down. Jad stood by the table observing his peers playing for a while then joined in later. Juliet and Peggy were in the home corner, exploring the plastic gears. They slotted the gears inside and twisted them around. Dylan later approached this table and did the same thing



Physical development and understanding the world: Tiny mites

As the tiny mite's doll was introduced the children waved their hands to say hello as the music was played in the background. The first doll's name was "magic" and plays the bass music, all the dolls were introduced one by one after.

William used both hands to clap and follow the actions, the children stood up and started to stomp their feet they waved their arms swaying from side to side, and then Dylan, Soul, Phoebe and Marley bent down to touch their feet. This encourages Rainbow room to **Show interest, dance and sing to music rhymes and songs, imitating the movements of others**.

The tiny mites teacher Debbie sat down and showed a visual picture of the animals, Dylan said "it's a parrots" Debbie said, "that's right well done" as she praised him Soul said it's a "camel" they then sat down and focused on some of the songs using their hand finger



and feet action hands, Debbie focused on songs such as; row row your boat song, driving the beep car song and Incy Wincy spider. Debbie asked, “open-ended questions “how many legs does the spider have shall we count?” they counted to 8 then she put the spider over her head and said “where did the spider go?” Soul, Marley, and Dylan pointed with their finger and said “three”. Having these discussions can encourage children to **talk about some of the things they have observed such as plants, animals, and naturally found objects.** At the end of the session, Debbie blew some bubbles and the children were excited they use their fingers to pop the bubble Zephaniah said, “bubble” with excitement.

Star Room

Reminders

Football: Tuesdays, fortnightly

French: Wednesdays, fortnightly



Book Bags: Changed weekly every Tuesday or Thursday

JUST 10 MINUTES A DAY can make a crucial difference to your child’s future, we 10 minutes a day to read to your child.

Literacy

As we begin to prepare children in Star room to transition into school over the upcoming years the practitioners have begun focusing on the children's writing and phonics.

Literacy-Writing - Writing names independently and recognising letters from their letters:



During circle time which takes place daily in Star room all children during this session are encouraged to find and recognise their own names. To further extend these sessions the practitioner laid out various alphabets on the table for the children to visualise and look at to search for the letters of their names. Bradley, Ada, Juno, Peggy, Gene, Thomas, Emmett, and Willow all took part in this activity. Juno immediately recognised that she has J, n and o in her name to which she then began to search for the letters. Once she found the first letter she held up J and said: “that’s my name I’m going to write it”. Willow then said, “w

w Willow like this” whilst holding a W in her hand and proceeded to have a go at writing the letter W. The children showed **interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.** The rest of the children showed interest in finding their letters. Emmett said “I have two Es and two Ts in my name. He picked up the



E looked at it and began to write. Emmett managed to write E and t. Although some of his E's were written upside down once the practitioner guided him, he understood and wrote it the correct way. **Attempting to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.** Peggy picked up G and said "this is my name. Gene supported his friends as he found recognised letters from their names. Thomas was confident in writing T as well as Ada who said "I have three in my name" as he wrote A very well and successfully, **beginning to make letter-type shapes to represent the initial sound of their name and other familiar words.** The children were intrigued by the activity, and they were willing to have a go, guessing and identifying letters.

Communication and Language- phonics letter T



The practitioner began by recapping the previous letters that Star room concentrated on such as A and S.

The children were very confident in remembering the sound and shouting out words that begin with the letters such as 'ant, apple, sun, star, snail'. As the children showed confidence in remembering the previous letters and being able to name words beginning with

these letters the practitioner then moved on to the next letter T. The practitioner wrote the letter T in capital and lowercase, she asked the children "what letter is written down?" they all looked curiously at the board. Some children were able to recognise the T, Thomas said, "T is in my name" The practitioner then sounded out the phonics sound for T, asking the children to repeat after her. Once all the children repeated the sound a couple of times and did this confidently the practitioner then asked the children to look around the room and see whether they could see anything that would start with the letter T giving them a clue the practitioner asked the children "What do we sit around to eat our lunch?" All the children called out "the table" to which they all said the sound for T before saying table.



Food play

Star room children will be focusing activities on food play, we have been introducing various food activities that allowed the children to expand on their fine and gross motor skills as well as develop their interests in food as we have a couple of children who require lots of encouragement whilst eating. We believe introducing food play will help them feel engaged and develop their liking of food. We have been doing a variety of activities such as making smoothies, baking and making their own sandwiches for PM snacks which will support and encourage the children to eat their own handmade snacks and show joy in making their own food.

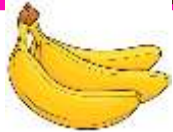
Communication and Language – Understanding - Making smoothies



Amaya, Peggy, Thomas, Gene, Ziggy, Juno, Mikaeel, Willow and Lowen all took part in making banana smoothies. The practitioner provided the essentials for the activity and provided the ingredients. Each child took their turn to break off pieces of the banana to put them in the jug to blend. Peggy was very keen to do the activity, she went over to the table and had a look at the banana then she used her right hand to bend and break a piece and dropped it into the blender. The practitioner then asked



the children open-ended questions such as, “what is a blender used for?” encouraging the children to explain and understand the questions asked. The practitioner also went



through how to use a blender safely, she explained no children should touch a blender without an adult with them and guiding them. Blenders have sharp blades inside which can cause harm. Willow said to make the smoothie 'being able to understand the use of objects (e.g. Which one do we cut with. Thomas's turn was next, he came to the table and also used his right hand to take the banana piece and put it in the jug, showing a preference for the dominant hand. The practitioner asked Thomas to break another piece and then place it in the blender, responding to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. He put it in and clapped his hands, which showed he was very happy and enjoyed the activity. Once all the children had an opportunity and the banana was in the jug ready to blend, the practitioner poured the milk inside it bit by bit whilst asking the children “is this much milk enough?” Gene, Willow, and Thomas replied “nooo” while smiling. And then Lowen said. ‘noo’ listening and responding to ideas expressed by others in conversation or discussion. When the smoothies had finished being blended, it was poured into the little cups, and grapes were used to put at the edge of the cup. Lowen came in and picked up the grape with his right hand then he put the put grape on the edge of the cup, Ziggy also put the grape on the edge of his cup, he came and picked up the grape and slide the grape piece in the edge of the cup while watching it go in. The children enjoyed this activity and liked the taste of their smoothies and also had them as part of their PM snack.

Physical Development - Moving and Handling - Making alphabet biscuits:

Continuing our theme of food play, we had two volunteer parents who came and demonstrated making biscuits with the children. Mikaeel's mother and Aunt Anisa who is a professional Baker came to bake delicious biscuits. The ingredients were already



prepared which were gluten-free flour, butter, eggs, and vanilla extract. The children discussed what they would like to make. Nicholas said, “I’m making cupcakes”



whilst Juno and Willow said, “no we are making cookies”. Mikaeel showed excitement seeing his mother and Aunt and enjoyed their presence whilst asking them “I’m mix, my turn”. The children all took turns pouring the butter into the flour, waiting patiently for their turns. Anisa asked, “who would crack the eggs?” Gene, Thomas, and Mikaeel all volunteered to crack eggs, using the spoon, [beginning to show a preference for the dominant hand and/or leg/foot](#). Willow and Amaya then asked, “can we mix it together” to which the practitioner replied, “yes everyone will have a turn.” After the dough was made, Anisa guided the children to their seats and asked them to choose the alphabet or if they knew the first initial of their name. Amaya, Juno, Willow, and Lowen managed to find their initials where as Philip, Peggy and Thomas wanted to use their own preferred alphabet letter. Juno, Willow, Gene, Thomas, and Amaya rolled down their dough, put their letter over the dough and put pressure to form their letters. As they put pressure the children stood up, [choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping](#). Philip first observed his peers and found interest in watching them, which the practitioner then supported him and asked him ‘let’s make an H, you have h in your name, and he nodded his head. Anisa then asked the children “would you like to decorate your biscuits with raisins?” all the children shouted yes with excitement. The children layered their biscuits with raisins and Gene said, “needs to cook now and put it in the oven,” [Using simple tools to effect changes to materials](#). The children enjoyed the activity, developing their interest in different textures and foods, allowing them to experiment and explore. They were able to use their listening and attention skills throughout the baking session of time and link their past experiences as they discussed that they bake at home with their mummies and daddies. The children showered eagerness in wanting to take the biscuits home and eat them, showing interest in what they have made.

Children in need

This week the children will be focusing on Remembrance Day as well as Children in need. We will be making poppies from paper plates and tissue paper as well as watching various videos about Remembrance Day and allowing children to gain knowledge on what it is and why we think of this day. We will also be implementing various activities contributing to Children in need such as making a bear. Pudsey Bear, who represents **the BBC's Children in Need charity**, is arguably one of the most iconic of the cuddly creatures. The cuddly yellow critter has been synonymous with the fundraiser for decades. To further focus on Children in need we will be having a pyjama party in the afternoon where children will dress up in pyjamas, taking part in physical activities.



Making Poppies

The practitioner prepared the activity by setting out black and red paint in the middle of the table and poppy-shaped templates out of paper plates. The practitioner showed the



children a visual representation of the poppy that they had to recreate. The practitioner then demonstrated by painting the paper plate red around and then using the black paint to place a dot in the middle. Willow watched the practitioner



carefully while she was painting the poppy, she then said “I want to make one just like yours for my mummy” and then proceeded to paint her template all red. Ada painted his one independently and said “my one looks just like yours” to the practitioner. Nicholas painted his poppy all black and the practitioner said “oh no where’s the red?”, Nicholas added “I don’t have red” then pointed over to the red paint and tried painting red over his black paint. Gene asked Thomas “do you want to do painting Thomas?” as he did not want to take part, which encouraged Thomas to join in with his friends.

Understanding the World - Making a Pudsey Mask

Thomas, Juno, Mikaeel, Gee, Peggy, Lowen, Philip and Ziggy took part in making a Pudsey mask to show awareness for Children in need. Each child was given a paper plate and the practitioner also wanted to concentrate on their waiting skills. The practitioner showed the children a picture of the bear and Juno, Thomas, Mikaeel, and Peggy **looked closely at similarities, differences, patterns and changes in nature**. The paint went around to each child individually, and they were asked to paint their whole paper plate, each given 5 seconds to try and complete this task. Most of the children were able to wait for their turn, whilst some children needed reminding that would have a turn, but they just need to wait a little bit. The practitioner began explaining to Star room children what each dot on the bandage meant. The practitioner explained that we are raising money for children who do not have a lot of things that they would like so it can go towards this charity. The practitioner asked, “where does the money go?” Juno and Thomas responded,



“charity”. The practitioner began asking, “who gave money to the charity?” The children began saying, “my mum or dad gave money” and then said the practitioner’s name. The practitioner finally asked, ‘what is the money going to do?’ Thomas responded, “help children,” **talking about why things happen and how things work**, as he was able to understand why the money was going to children. The children used their tripod grips when using their paintbrushes. While Thomas painted his paper plate he said “it looks like you painting the sun”.



Pyjama party

To continue our celebration of Children in need Star room children all dressed up in their favourite pyjamas. When all the children arrived at nursery, they all showed excitement wearing their pyjamas and spoke to each other about their outfits. After the party had been set during PM snacks all the children sat around the table and waited for their party food. Throughout the nursery, we played party music, and a variety of child-friendly songs played whilst the children were eating. Following on from the snacks the practitioner asked the children, “should we play musical bumps or musical statues?” Some children responded, ‘musical bumps’ and some responded, ‘musical statues and some of the children said, ‘both’. The practitioner played ‘Cha Cha slide’ Juno, Amaya, Ada, Gene, and Musa listened to the instructions and when they heard the music stop, they sat on their bottoms. The winner of Musical bumps was Musa and the winner of the musical statue was Ada.



Bonus classes

Football - Physical Development - Moving and Handling



Star room took part in our fortnightly held football session. The coach began asking the children what each of their names are whilst putting cones in a circle and calling it the island. Once the coach finished putting the cones around Emmett said, "this is a circle". To which the practitioner gave him praise and said, "well done". The next part of the activity was to walk inside the island pretending to be different animals. They pretended to be Sharks and frogs, the children jumped around like frogs and snapped their hands like sharks. As they played this game, they were able to **negotiate space successfully when playing racing and chasing games with other**

children, adjusting speed or changing direction to avoid obstacles. The coach went on by asking the children to name the colours of the cones, Willow and Gene were able to say the colours confidently when being asked. Afterwards, the coach said, "I'm going to give you all an orange cone." The coach said when I shout out a body part, I would like for you to put your orange cone there". He shouted out, "knee, head, shoulder, toes, elbows, back and tummy". The children confidently knew their body parts. As they took part in the orange cone activity, the children would bend when putting the cone on their feet trying to be the fastest and then when being told to put it on their heads they would jump up, **choosing to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.** Once that activity was finished the coach asked Star room children, "who knows how to balance their orange cone on their head?" The children said, "meee" with enthusiasm. As they finished all the warmups the coach said to the children that it is time to use their footballs. The coach placed 3 cones in a



line with footballs on them, he asked the children to kick the ball and try to knock over one of the other balls. Willow, Amaya, Emmett, and Juno were able to accomplish this task and were pleased with themselves that they were able to do this, **showing increasing control over an object by pushing, patting, throwing, catching, or kicking it.** The children were engaged in the activities that the coach asked them to do showing a long period of concentration and ability to follow instructions confidently.

Yoga - Physical Development



We continue to support the children weekly and daily to help them regulate their feelings and focus on the presence of time!

As all Star room children took part in their yoga session, the practitioner started off with their breathing skills, this consisted of breathing in for 3 seconds and then breathing out gently to the count of 4. The practitioner asked the children to cross their legs, sit up straight and put their arms in the air, **responding to instructions with more elements, e.g., Give the big ball to me; collect up all the blocks and put them in the box.** the practitioner concentrated on Star



rooms breathing skills. The children confidently breathed in and out and were moving their backs up and down whilst they were breathing. Once the children finished breathing in and out, Star room children began doing different yoga poses to help with their stretching skills. The practitioner started off by asking the children to stretch their arms in the air and pretend they were touching the ceiling. As they were stretching to the ceiling all the children began saying, "we can't reach the ceiling". Willow added, "Because we are too small". The next pose the practitioner went on to do was stretching their legs and not bending their knees and touching their toes. The children were



very confident in doing this position. The practitioner asked the children, "Who knows how to do the butterfly pose?" All the children apart from Peggy and Philip put their toes together and began flapping their legs up and down. Peggy expressed to the practitioner that she couldn't do it and her peers began telling her how to try. They were **listening and responding to ideas expressed by others in conversation or discussion**. Afterwards, the practitioner went on to stand up and ask the children to balance. They put one foot on their legs with their hands in the air and balanced. After each yoga pose, the children would count to 5 confidently.

French:



The children were very excited to take a part in their fortnightly session with Debbie. To begin the session Debbie introduced herself and asked the children's names one by one to which all children replied and said their names confidently. Thomas said, "Je m'aple Thomas."

Once all the children introduced themselves, they learnt about numbers 1 to 10 in French. For example, un, deux, trois, quatre, etc. The children were able to be pronounced numbers correctly repeating after Debbie. Following on Debbie showed the woolly spider to the children and asked them "how many legs does the spider have?" to which all the children began to count the spider's legs with her in French. Debbie asked Nicholas "how many legs do you have?" Nicholas replied and said "two ". Afterwards, Debbie gave all the children pieces of coloured material and started to sing Incy Wincy spider in French, all the children did well singing and acting by moving their materials around to the music. **The children**



were joined in with moving, dancing and ring games. The children and teacher enjoyed dancing to the music. Debbie then showed them a bunny and asked the children "what is this?" All children replied, "it's a bunny", she then started to sing the song "see the little bunny sleeping...." The children enjoyed that song and pretend to sleep and woke up like bunnies. To end the session Debbie blew bubbles and gave all the children stickers.



27th Month Review

Thursday 8th December

Parent's Afternoon

Friday 9th December

End of year Party

Wed 21st December (3 pm to 5 pm)
Nursery closes at 5 pm

Nursery Reopens

Wed 4th January 2023

Half Term – Term time children

Mon 13th February to Friday 17th February 2023

Mother's/ Female Carer's Day (Plan TBC)

Fri 16th March 2023 (8.30am to 11am)

27th Month Review

Thursday 9th March 2023

Parent's Afternoon

Fri 10th March 2023
9am to 11am, 2.00pm to 2.30pm and 5.30pm

Easter Holiday

Last day Thursday 6th April – Re-opens 17th April 2023

Eid Holiday

Around Friday 21st April (To be confirmed)

Inset day

Friday 28th April – Inset Day

Parent Notices

- ✓ Please remember to wash your child's hands upon arrival and drop off at room door
- ✓ Breakfast Starts from 8.05 until 8.50am. If you wish for your child to have breakfast, please arrive before 8.45am. Please do not request for breakfast after 8.50 am as it gets packed away and all staff go into ratio with the children.
- ✓ Children should arrive by 9.30am to avoid disruption to the routine.
- ✓ Please call the office by 9.15 to inform us of any absences or late arrivals.
- ✓ **Online Banking:** We are kindly requesting parents who pay their fees online to check payments have the correct reference- i.e. your **child's name**.
- ✓ **Parent e-mails:** We send out e-mails regularly to parents to notify every one of events and updates. If you have not been receiving any emails, then please get in touch. Email: office@rooftop-nursery.com