



# Roof Top Nursery

Ottaway January 2022

A very happy birthday to, Yve, Gabriel, Dylan, Ziggy, Blaise, Helena and Peggy



### Welcome back and a Happy New Year!

A warm welcome back to all the children, parents, carers and staff! We hope you had a wonderful break. Rooftop Nursery would like to wish you all a happy New Year. We hope that your new year is off to a good start.

Since returning to nursery Star room have taken a trip to the local post box and supermarket.

Have a look at some of the amazing photo taken on their little adventure!



A huge congratulations to Sabina our Office Coordinator who is currently on Maternity leave on the birth of your baby boy.

We hope you are both healthy and safe.

We all miss you!



## Sunshine Room

With a warm welcome back to all our babies in the new year, they settled back in quite well. We carried out the first week with simple yet fun sensory activities to help ease the children back into the nursery routine.

**Welcome to our new settlers Zephaniah and Maya who are both settling very well into our room**

### Winter

#### Understanding The World – Looking and exploring winter books and pictures

As part of our winter theme, we looked at some winter animal books and used some animal visuals, such as a polar bear, deer and reindeers. The children noticed the animal figures and picked them up, looking at them, **mouthed them**, or walking off with them. The practitioner showed them the same animals are in the storybooks. While looking at one of the books the toddlers **showed understanding of keywords in short sentences**, and this was evident when the practitioner encouraged them to feel the sensory animal characters in the book.



As a follow-up activity, in the afternoon the children were

encouraged to draw some winter animals. The practitioner provided some winter animal figures on the table along with paper and crayons. All the children took interest in **selecting their crayons** from the box as they reached out and took the box from each other. The practitioner named the colour of their crayon then encouraged them to draw the reindeer, deer, and polar bear that was on the table. The toddlers **babbled** as they made small lines with concentration all over their papers and **made random marks** on their paper, the practitioner pointed out the animals to show them to draw them and **linked the colours with the crayons**.

#### Expressive Art and Design: Creating with materials – Winter crafting

To further support our children to **make links, to be imaginative and expressive**, we implemented another mark-making and crafts activity, where the children were prompted to create what they saw in pictures and books using sequins, feathers, cotton wool, crayons, and glitter.

They were shown how to use the glue sticks provided by stroking the glue onto their papers using a **palmar grasp** to grip the glue



sticks and horizontal motion. The toddlers **attempted to copy the actions** shown and seemed **to feel a sense of achievement** as they assembled their artwork.

The toddlers were using their hands to pick up the glue sticks and spread them across the paper then **using their fingers trying to pick up** the glitter and put it onto the paper, this shows that the children were practicing their **fine motor skills**.

### **Communication and Language: Listening and attention – Snow painting**



To support our toddlers to **maintain concentration** on an activity and to combine their interest in painting and crafts activities, we implemented a winter-themed painting activity using white paint and blue paper as a background. We previously did a similar activity before the winter holidays and found that the children really enjoyed the experience of painting and **exploring the texture** of the paint with their hands and fingers. The babies continued to show enjoyment of **exploring with their senses**, as they used their hands and fingers to feel and smudge the paint around the paper during this activity.



The toddlers showed that they were thinking of **their own ideas** and **changing their strategy** as and when needed throughout the activity and were shown how to hold the paintbrush in a way that provides them with more control as they brush the white paint onto the paper. The toddlers mostly used a dabbing technique that made round medium sized marks on the paper. They then used their hands to explore the paint, rubbing it around the paper.

### **Personal, social, and emotional Development: Sense of Self: Outdoor Play – Independent Skills**

During outdoor play, we have been **practicing balancing and building on our concentration skills**. We did this by encouraging and supporting the children to step over our stepping buckets whilst in the garden. The toddlers have been so brave and courageous and **tried their best** as they attempted to step over each stepping bucket. Most of the toddlers were able to walk over independently, without any physical intervention from the

supervising practitioner, but had the odd wobble here and there.



## Winter animals

The following week's theme had been all about winter animals, this is because the children have been previously learning about winter and exploring this season with links to snow, dressing warm and feeling cold. We also recognised that the children **show particular interest in animals** and enjoy **small world play**, so we decided to focus this week more specifically on the animals that live in arctic environments.

### Communication and Language: Speaking – Making Polar Bears

As practitioners, we **used single words** such as: 'soft, fluffy, polar bear, white, snow' to support the children **to make links** and prompting them to **use single words** to describe what they are doing, what they see. The children used their **thumbs and fingers** to pull the cotton wool apart as they imitated the practitioner doing the same. We used a small world polar bear on the table as a visual and the practitioner simply explained to the children that we are making a polar bear, using **simple words and simple sentences** to encourage the children **to understand the concept of the activity**. They were prompted to pick up the paintbrushes by demonstrating this. The toddlers seemed to enjoy **using their fingers and thumbs to pick up the small cotton** wool and were able to stick it onto their paper with adult support. Some babies needed guidance as they were not sure where to put the cotton wool and were guided by the practitioner pointing to the paper and continuing to repeat single words.



### Expressive Art and Design: Creating with materials – Making Husky Masks

In accordance with an activity, the practitioner first read 'the snowy animals' book to refresh the children's memory on the winter animals we have been learning about.

We began with circle-shaped paper with triangle cut-out pieces to attach as the ears of the husky. The practitioners made grey paint and placed it in the middle of the table for easy access for everyone. **They showed curiosity and interest** as they approached the activity table, reaching for the paintbrush. The toddlers began creating the masks by gripping the paintbrushes, dipping them in the paint and brushing the grey paint across the surface of the mask. They showed how they **noticed the marks** they left on the masks as they **pointed to the marks, babbling and making eye contact** with the supporting practitioner. This shows that they are trying to **communicate their interest with the practitioner**.

Some of the babies also took part in the activity, **giving the activity their best** and **exploring in their own ways**. The babies mostly **enjoyed the sensory experience** of playing and exploring with the paint, feeling its texture on their hands, and rubbing them together.



## Understanding The World – Painting Snowy Owls



To support our children to **further understand and explore animals of the arctic**, considering their interests, we implemented another painting activity, where this time they were prompted to paint the owl that we have seen in our winter animals' book. The practitioner began by opening the storybook and showed the babies the picture of the owls, asking open-ended questions such as: "what colour is the owl?" Then we put the book aside and began the activity, often going back to refer to the picture of the owls, reminding them what we are creating with the paint and paper to the children.

Similarly, to other painting activities, the babies showed most interest in exploring the texture of the paint with their hands, rubbing the

paint between their palms, and brushing more paint onto their palms.

Whilst the toddlers showed the ability to **follow the simple prompts and instructions** given to the group of children as they stood around the table. The toddlers **used palmar grasp** to hold the paintbrushes, stroking the paint onto the semi-circle, paper plate. Some repeated the word "owl" pointing to the picture.



## Communication and Language: Listening and Attention - Brown Bear, Brown Bear –

The following week we focused on the storybook called: 'Brown Bear, Brown Bear'. This story walks through different coloured animals, for example, a blue horse, a red bird, a green frog and many more. As we know that the children enjoy playing and exploring with animals. Therefore, we extended their interests by introducing an animal book, this was also aimed to help some of the children's Communication and Language target under 'listening and attention for **being able to listen to and enjoy rhythmic patterns in rhymes and stories**, as well as **being able to listen with interest to the noises adults make when they read stories**. The story was read to the children at least twice a day to allow them to become familiar with it.



## Communication and Language: Speaking – Painting a brown bear

The children took part in many painting activities creating the brown bear, red bird, blue horse, yellow duck and the goldfish. We started the week by painting a brown bear using brown paint and paper plates. We began the activity by looking at the large storybook of 'Brown bear, brown bear' and began reading it at the table. We also used a small world, brown bear to show the children, supporting them to make links and to notice the similarities in the pictures and the small world animal. Some noticed the bear and pointed at the book, some held the brown bear and said "bear" **using single words**. They all listened to the

practitioner whilst she read the story using a rhythmic tone. Once the story finished, they all began to paint.

We supported the children to make **their own choices** by prompting them to choose which tools they would like to use to paint their brown bears. Some children showed a preference to use sponges while others chose to use the paintbrushes both supporting their development in **gross motor skills**. The toddlers showed a preference to select the more challenging tool, using paintbrushes to paint while the younger babies showed a preference in exploring using their hands, smearing the paint onto the paper plates and squeezing the sponges onto the plate. The children showed a **'can do' attitude** whilst trying to **make marks holding** their paintbrushes **between their fingers and thumb**. Then they were provided with some paper cut outs of the bear's eyes and nose which they were then encouraged to stick them onto their plates. Soul painted over the nose and eyes whilst Marley repeatedly took her paper on and off. Phoebe and Max stuck theirs down saying the words "eyes" and "nose". The younger babies expressed themselves through **babbling and imitating sounds during the activity**.



### Expressive Art and Design: creating with materials –

#### I Spy Bottles



This activity provided the children to **explore and experiment with a range of media** as they used plastic bottles, rice and mini images of the animal characters to create their sensory bottles. The purpose of the activity was to see what they find as they look amongst the rice in the bottle for the animal characters. Filling the I Spy Bottles with small

pieces helps the children to develop their **fine-motor and co-ordination skills**. Firstly, the children listened to the practitioner showing the images of the animals and naming them, allowing the children to **repeat some single words**. The children observed the practitioner carry one out as an example and then they all had a turn to fill their bottles with rice, some with the help of the practitioner and some dropping the rice into the bottle using their pincer grip. Next, they were given the images to slot into their bottle which they carried out with great interest and concentration as they were **absorbed in combining objects, such as placing objects into containers**. The practitioner narrates the story during the activity to allow the children to make the link and encourage language. This also inspired some of the babies' interest in using it as a musical shaker.



## Communication and Language: Listening and Attention & Understanding – Colour Sorting



To support the children's **understanding of colours** which they have been learning through the stories and daily setting up, we took this interest further and created a colour sorting activity that required the children to match the correct colour as well as **taking turns**.

These activities were also planned for Luca who has an interest in posting, **filling and emptying containers**.

The toddlers showed great interest in this activity as it was quite challenging and required them to think and continue trying.

The toddlers did really well and showed **understanding** of the **simple instructions** that they were given by the leading practitioner as they were asked which coloured shape goes were. They were often able to place the shapes into the correct coloured box, although they needed to try again a few times when they made a small mistake. After being reminded about the colours and watching the practitioner demonstrate the aim of the activity again, they were able to place the shapes inside the correct boxes. Some recognise the basic colours whilst others are still learning and with practice, we aim to achieve this.



### Bonus classes

#### Yoga

Baby yoga is the use of various poses and positions to promote baby's general health and wellbeing. The postures and positions used help to provide flexibility, beneficial stretching, improve muscle tone and co-ordination.

These skills are in a slow process as it is new to some of the younger babies currently in the room, they do however observe the leading practitioner and the older babies when being carried out. The mindfulness music is calming and allows the babies to self-soothe. Phoebe is able to stretch and touch her feet whilst Soul and Luca like to lay down and roll around. Max and Flynn imitate the stretching up to the sky action whilst standing on their feet and Marley moves her arms and lays her head down imitating the practitioner in her sitting position. We like to link our theme of the week within bonus classes therefore we recently introduced some animal poses to the children, and we plan to continue this for the next few sessions. Feel free to try them at home with your babies.



## Rainbow room

**HAPPY NEW YEAR TO ALL PARENTS AND CHILDREN!**

Welcome to our new settler Peggy and Jad into Rainbow room

### Settling in

Rainbow room children have come back from a good holiday, and we have been focusing on settling back into the nursery and adjusting into the routine, this was done by bonding with friends and practitioners. Rainbow room has been taking the time to have discussions with each other during circle time and play about what they did during their time off and who they saw.

#### Communication and Language: Group discussion

We began our new term by giving Rainbow room children the opportunity to discuss what they did during their holidays and illustrate what they saw and went on, we began by having two small groups of four. Helena began the conversation by saying to her friends 'I went on a train'. Luna picked up a purple crayon with one hand, she started scribbling what she went on and showed her friends and said, "I went on an aeroplane".

During the group discussion, the children were able to [develop conversation, often jumping from topic to topic](#). Delia said, "can I have another paper please?" as she continued to show her friends what she did'. Gene said, "I got an iron giant". The practitioner asked Delia if she got presents which, Delia replied "no presents." Dylan looked up at the adult and said 'cow'. Ada said, "I didn't go on holiday." Ziggy used both hands and scrunched up the paper. The practitioner asked Dylan if during the holiday he went to the park, he smiled and said "yes." This was amazing as it showed Dylan is able to [understand simple questions about 'who', 'what' and 'where'](#).

#### Personal, Social, Emotional Development: Outdoor play

Rainbow room enjoyed their first time back on the decking/garden; they ran with joy to play with the activities that were set up for them. The child enjoyed their play [increasing confidence on their own and with other children because they know their key person is nearby and available](#). Delia and Gene enjoyed playing alongside each other on the seesaws, as they were playing Gene looked up at the practitioner and said 'it's Delia's turn' as he continues to [develop friendships with other children](#). Ada approached the book benches and said to the practitioner "can you read this story to me?" he chose the book Charlie and Lola and was able to show the practitioner and point out the picture and describe what's happening in the story. Dylan then came and said "fire engine book" Ada and Dylan were focusing on what was happening in the picture as Ada went on to say "oh no the fireman put water, so fire goes away"





## Children's interests

This week we continued to focus on the children's interests. We carried out activities such as filling and pouring bubble water into containers and decorating birthday posters for Dylan and Ziggy's party.

### Expressive Art and Design: Singing games



All children participated in the singing games the children were guided into a small circle. The adult started off by singing 'Hello, how are you'. In which most of the children were able to say their names.

Our aim of the activity was singing familiar nursery rhymes with a cat puppet. The children sat in the circle as the practitioner sang "hello how are you, and bee been bumblebee". The practitioner asked Delia if she knows any animal songs Delia sang "old

mc Donald" as her peers joined in, the children did some actions of the cat and made sounds. Gene and Amaya made sound "meow," we sang "pussy cat pussy cat where have you been?". The children were really engaged with the song. Peggy who joined into our circle time session really enjoyed taking part and all children In Rainbow room we welcomed her. Gene, Dylan, Ziggy, moved closer to Peggy as the practitioner showed Peggy the cat, she was happy to see her peers around her, and [enjoyed and took part in action songs](#). This helped the children to build their interest in singing the song and able to follow the action to the wording and able to develop their vocabulary and communication with their peers.



### Farm animals hunt

During this activity the adult hid all the animals on the play roof, she then gathered all the children together and explained what to find. Delia smiled as she ran up to the house, she said "look." and picked up a giraffe. Gene said, "can I have it Delia?" Gene ran around the play roof shouting 'there is a big bad wolf'. Luna kneeled and picked up a rhino.

### Food play and toilet training Communication and language:

This morning Rainbow room made their own fruit salad!! We used real food, and each had child had their own chopping board, knife, and fruits. This was amazing and the conversations were flowing, Delia, Gene and Lowen asked the



practitioner for more fruits as they cut it up, Delia commented “I like oranges, can I please eat this one?, so much juice” as Gene heard this he replied “Delia we can have it for snack?” however the practitioner told Delia she could eat it and made her very happy. The children have shown [continuous understanding and acting on longer sentences like “we have to be careful with the knife” or “what does the fruit taste like”](#) This activity enabled the children to use their hand-eye coordination as they held the knife properly to cut it up, we also discussed health and safety during this. The practitioner explained that “knives are dangerous if we don’t hold it properly, we don’t walk around with them or swing them around, they’re for cooking” as she said this Gene replied, “like cutting our strawberries”. They showed a great demonstration of this as they [explore different materials and tools](#). Lowen followed on the discussion by naming the fruits and counting how many bananas he has cut up with a big smile on his face.

### Expressive Art and Design: Painting our fruits

Rainbow room had such a fun time getting messy as we painted our vegetables continuing to focus on healthy eating/lifestyle. The practitioner cut out mushrooms, celery, and carrots, she then put blue and red paint with brushes on the table. The children loved this as they enjoy the messy play. They put their aprons on and folded their sleeves up ready to paint with their friends and practitioner. Delia led the conversation by saying, “I’m choosing this big carrot, I like carrots, painting it blue” this interested Luna as she followed with “I’m painting mine red”. Our small group held their paintbrush using one hand (3 finger tripod grip) and used the other hand to hold the carrot. This demonstrated that they enjoy adding some [marks to their work, which they give meaning to](#).



Delia asked the practitioner to join her in painting “can you paint your carrot blue like mine?” the practitioner sat down with her and continued engaging in conversation. Gene saw and joined in asking the practitioner “can I have the small carrot please?” I’m painting it blue”. Furthermore, Peggy participated in the activity whilst getting to know her new friends, she painted her carrot alongside her key person building their bond. The main aim of this activity was to be able to [manipulate and play with different materials](#).

### Making sandwiches

Following on from the children’s interests the practitioner prepared the ingredients for an activity which was sandwich making, we promote healthy eating in our setting by providing healthy snacks. The children were guided to sit around the table, and the adult then promoted the children to use their independent skills by handing each child a plastic knife to spread their own butter on their bread. [all using their fine motor skills to spread the butter](#). The adult supported the children by helping the children spread the butter and demonstrating how to use the plastic knife properly. Ingredients that were used for this activity were gluten-free bread, wheat bread, cheese, butter, and cucumber. After successfully making their sandwich, they folded it and ate it as a group as part of their snack.



## Intervention

One morning, Thomas, Gene, Delia and Lowen took part in an intervention, they sat around the table whilst the practitioner took out the shopping game box and handed each shopping list and basket to the children. The practitioner explained to the children that they need to find each item that match their grocery list and put them into their shopping list basket. The practitioner showed each item and said “who has bananas or tomatoes on their shopping list?” Delia said “I Have” Delia took it from the practitioner’s hand and placed the item into her basket. Thomas had peppers which he put onto his basket, when it was Lowen’s turn, he pointed to the picture and said “I have chicken” he took this from the practitioner’s hand and placed it onto the basket. The children showed patience whilst waiting for their turn. They listened very attentively to what was said and were focused as each child was praised. This provided the children with an opportunity to look carefully at the pictures and be able to point using their index fingers to the object of each grocery.



## Children’s interests continued

### Bug hunting in the garden

Another activity Rainbow room took part in this week was going on a bug hunt. The adult printed a bug checklist for the children to find the creatures in the garden. A small group of children were taken into the garden to explore and find the creatures on the checklist. The children were given magnifying glasses and tweezers to pick up objects. The children **noticed small detail in nature** as they observed and took a closer look at the soil. They used their fine motor skills to use the tweezers to pick up the stones whilst expanding their language.



### Making bookmarks





The practitioner set out glue pots, sprinkles, feathers, glue sticks and a cardboard bookmark for the children to create their own bookmarks to use for their books. The children came over to the table and began **creating with different materials and exploring different techniques**. They carried out amazing conversations as they continued to **create relationships** with one another sharing the same interest. The adult supported the children by encouraging them to use their **dominant hand**. The



children made bookmarks as the theme for this week was national reading week, the current story they were focusing on this day was “We’re going on a bear hunt” therefore they created their own version onto their bookmarks, +so we are able to use them at home and in the nursery to remember where we left off during stories.

## Bonus classes

### Yoga

This was the children’s first session of yoga since coming back from the half term. **We continued to carry out yoga sessions with the children as it strengthens their muscles and improve their flexibility**. All children took part in the yoga activity. The adult demonstrated the different yoga poses, supported and guided all children to try out the poses. Dylan and Ziggy impressed the adult as they both kneeled to touch their toes, they were all focused and calm. They were all able to listen to the relaxing music and imitate the adult’s poses. Ziggy laughed as he kicked both his feet up, Dylan rolled over on this mat. Ada said “look, Seema, I can do it” showing his poses.



### French

All children participated in their French session; the theme of this week’s topic was sea animals. The session started off by singing the ‘Bonjour’ song. Debbie used a big yellow ball to introduce everyone, the ball was passed around and each child said their name. Peggy our new settler also took part in this session, she sat with her peers engaging in the activities confidently. After Debbie showed pictures of sea animals, she took out a bag and showed all the children the sea animals, they all matched the correct animal to the picture. She asked open and ended questions. The children took part in using their imagination to pretend to swim on a large blue material that was spread in the middle of the room, all the children copied Debbie’s actions.



## Star room

### Polite Reminder

As the temperature continues to drop, please could you ensure that your child/ children are wearing suitable outdoor clothing and winter coat including hats, gloves and scarf. We will continue to use our outdoor provision during winter months so it's really important for all the children to stay warm and cosy.

## January Newsletter 2022

### Reminders

**Football: Tuesdays, fortnightly**

**French: Wednesdays, fortnightly**

**Book Bags: Changed weekly every Tuesdays or Thursdays**

## Understanding the world

### Personal, social, and emotional Development:

Welcome back Star room children & parents! Hope you all have a wonderful winter break.

A warm welcome to Helena who has recently moved into Star room. She has made a good attachment with her new key person. Gozde has been supporting Helena with her transition by going into Rainbow to help build a secure and trusting relationship. She also used the transition book to help build an understanding of Star room and what the areas look like. Furthermore, Helena was encouraged to come into Star room and explore the room and make attachments her new peers and all the adults.



As it was the first week back, we focused on settling the children in back to the nursery after the Christmas holiday. We carried out by reminding the Star room children of our routine by using the now and next board. We also give star room children the opportunity to talk about what they did during the holiday and share this with their peers. [Maintain their focus for long periods of time.](#)

During circle time all the children had the opportunity to share their favourite parts of their holidays. Arfa shared her favourite part was making an anklet for herself using different coloured beads. Blaise excitedly shared about going to see the dinosaurs, while Anu said that he stayed at home [with his Mummy and daddy played with his toys and then went to sleep. Yve shared with his peers](#)

that he played with his monster truck. Alba said spent her holiday at her Nans house. Arfa drew her family, Blaise drew his family picture with his birthday, Anu drew a puddle while Yve drew his house and Alba drew a rainbow. Played cooperatively as part of a group and share ideas with each other.

### Different Occupations and People that help us:

Most Star room children love to pretend and show interest in what adults do and engage in every experience and role-play real-life characters. They will often try to incorporate what they have learnt into their role play. They pretend to be everything from a parent feeding a baby to a vet examining a sick animal such as doctors, fireman's, nurses, post-man & police officers

Our children have been very busy sharing their personal experiences when they have visited hospitals, doctors and dentist. Therefore, to build on children's ideas and support their knowledge and understanding of different people and communities, we explored the topic of people who help us. In order to help the children, develop their moving and handling skills we provided plenty of opportunities for the children to explore a range of construction resources where they can create building structures such as different stations, Hospitals and doctors setting.

We created a hospital environment with dressing up clothes, dollies, doctor's kit and note pads for the children in engage in role plays. All the children showed interest as they dressed up in nurse and doctors costumes and engaged in role play in which they were the doctors, and the dollies were the patients. Some children wrapped bandages around the dolly's arms and pretended to give medicine to make them feel better.

Furthermore, we created a doctor's brief case and encouraged the children to sort out the equipment they thought a doctor might need. Throughout the whole session the children were able to maintain focus and pay attention to details.



Another activity we carried out with the children was creating an X-Ray of our hands, identifying how many bones we have and learning the names of the bones. The Star room children showed high level of energy and fascination through the session as they placed their hands on the tuff spot and sprinkled flour all over them. Star room children further explored and learnt some key words such as x-ray, and bones.

The children also made a 'fire engine collage' and were encouraged to handle scissors independently whilst practicing their creative skills by selecting tools and techniques to assemble materials and learn to manipulate with them in order to achieve a desired effect.

## A trip to the postbox

Each child had the opportunity to practice their **fine motor skills and practice their letter formation** as they were busy writing letters to their loved ones. Most of the children are now writing some **recognisable letters** as well as practicing our **tripod grip** which not only **strengthen their fingers and hand muscles** but also help them show some appreciation for their loved ones.

In Star room we believe **cultural capital and narrowing the gap** and ensuring every child has access to a **rich curriculum** which not only motivates their learning but also allows them to have access to things that are above

and beyond. One of the ways we implemented this was during our trip to the Post-box. What an amazing adventure we had on our route to our local post-box on rectory road. We took the opportunity to discuss road safety; the children used their observation skills as they saw **shapes and different patterns** on the walls. The children even spotted an art mosaic on the back of the café by rectory road and questioned the adult what that was. Which inspired so many conversations between the children and the adult. For example, Arfa asked the adult what a mosaic was. The adult explained to the children that a Mosaic is a picture created by arranging small pieces together to create patterns or a picture.

Once at the post box, the children were curious to know what would happen to their letter. De'Andre said the postman will take it, Yve then responded to De'Andre's statement and said the postman will put it in their red bag. The conversation led to the practitioner explaining how things work. The children carefully listened as we informed them that each post has an allocated time between Monday and Saturday when the postman or woman comes and collects all the letters, they then put all the letters in their bag take all the letters to a warehouse called the mail centre (royal mail office). Throughout the conversation, the children **built on their attention span and**

**learnt keywords** relating to postman such as stamps, post-box, address and post office.

It was amazing for the children to get hands-on and interactive experience building on what they have been learning before, during and after the trip about different occupations through having these rich learning



opportunities. Many children **showed curiosity** and showed a new interest such as transport as we passed the train station and watched the train drive past and even when we popped into the supermarket next to the post-box the children were fascinated about shopkeepers.



Some children **shared their desire** to buy some breakfast and take it back to the nursery. Once we finished posting our letter, we took the children into the local supermarket and brought some bananas, rice krispies, and cornflakes. At the counter, we asked the children to give the food items to the shopkeeper. We then spoke about what we needed to do before we take the food back to the nursery. All the children shouted out “money.” Rafal said you need money, or we can’t take the food. As the shopkeeper scanned the items Anu questioned “what’s the noise?”, the adult explained to him that it’s a special machine

that scans all the food prices. The children showing interest in **operating simple equipment** are in the shop and tell’s us how much we need to pay while showing the children the cost on the till screen. Arfa kindly gave the shopkeeper the money and waited for the change. During this trip, the children got to explore **math through the cost** of food items and **looked at the time** whilst passing the train station. After arriving back at nursery, we set up a breakfast bar for the children, the children helped themselves and selected the cereal they wanted to have with either cows or oats milk.

Hip hip hooray, finally our letter arrived. Star room all gathered together on the decking. As the adult opened the post box the children instantly recognised their letters. “it’s here”. We had three letters in our post, so we asked which one was our letter. The children all shouted out this one pointing towards the brown envelop. Akki then asked, “what about these two letters?” Felix responded and said, “I think that’s for office”. Felix, Blaise, and Juno helped deliver the letters to the office.





## Pirates



Ahoy me hearties.... Following from last week's Heuristic session we have observed many children talking about pirates and using their creative skills by pretending the belt bulks, buttons

and metal rings were treasures. We had Karaeah, Blaise, Felix, Anu and Juno all **working together** to hide the treasures in their bags. Therefore, we thought of what better way than to continue the children's interest and further empower their learning.



I must say Star room children have been **very intrigued** by this theme and had so much fun. Many children got into pirate characters, by dressing up in costumes and using the available props such as telescopes, treasure chests that contained jewellery, gold coins, and diamonds and develop their social skills as they engage in role plays.



Furthermore, we created our treasure chest by painting the box black. The children demonstrated many skills during this activity, for example, they used **problem-solving skills** by ensuring the whole box was painted, they continued developing their **hand-eye coordination** and **explored different marks** they made such as lines, dots and zigzag patterns. We then asked the children if our treasure chest was ready. Many children **shared their opinions and shared their ideas** which showed their **democratic views** with the rest of the group. For example, Alba said "we need to decorate the box like this holding up a picture of a chest. Arfa responded to what Alba said and replied "we can use

diamonds and glitters to make it all shiny". We **value and respect individuals' thoughts and ideas** and empower our children in their

understanding that their opinion matters to us. Therefore, the children helped set up the craft table with all the resources needed to decorate their chests and test their theories.



Another fun activity we carried out was creating our treasure maps; we began by drawing pictures of our nursery and added details such as trees, climbing frames, digging areas. We loved hearing all the details that the children thought we should include in the map. The journey allowed the children to become **more confident in holding the markers, pencil colours and crayons using the tripod grip**. Once our map was ready, we decided to create an old effect by dabbing tea bags. "I like mud now," says Rafal, De'Andre says, "I think I need more water" as he dips his tea bag back into the water bowl. Vida covered the whole paper and said, "my map is ready now". The children were amazing to see the children becoming **confident speakers and expressing their thoughts and ideas with each other**.

As the week progressed the children started asking if they could create pirate hats and telescopes so that they can be used to find the treasures. Hafiza kindly showed Star room children how to make a hat, she demonstrated step by step how to make the hat. All the children were able to **maintain focus and listen** to Hafiza as she showed the children a large rectangular paper, which she folded in half, she then



folded over the top corners, so they meet in the middle, then finished off by lifting the front flap at the bottom and fold. She then asked the children what details we could add to our hats. Rafal suggested a sword, Akki suggested a compass or maybe a map then finally the children came up with a **joint decision** to make a cross bone shape. Juno, Blaise and Helena did amazingly as they independently helped themselves to glue and stick the bones on the hat.



In Star room, we focus on a program called Jolly Phonics which is a systematic, sequential, phonics program designed to teach children to read and write. It teaches

letter, sound recognition in an enjoyable and fun way.

We teach the letter sounds in 7 groups of 6 letters, we focus on one letter a week followed by letter formation Group 1's letter of the week was S and group 2's letter of the week was C, K and E. Star room children have been carrying out many

exciting and fun games to help them **learn, hear, identify and use different sounds that distinguish one word from another**. One of the activities we carried during phonics is the interactive language activity game where we ask children to sort the objects by their initial sounds. We split the tuff spot into three sections consisting of the letter of the week which the children would be learning and an odd letter they have learnt before. We then placed a few objects on the large part of the tuff spot and encouraged the children to take turns and select the object starting with the letter of the week,



sound it out and sort in the correct section. The children did a fantastic job **listening and paying attention to details** when sounding out the letter and choosing where to put it. Furthermore, the children took part in the letter formation which a lot of the children are doing amazing in. The children have been learning to write their names and trace letters independently with minimum support from the adults. This activity was not only aimed at their children's literacy abilities to link **sounds to letters, naming, and sounding the letters of the alphabet**, but also to **construct with a purpose in mind, using a variety of resources**.

Our phonics session is split between two groups where group 1 will be learning the following letters s,a,t,p,i,& n which is led by Janet

Group 2 will be learning ck, e,h,r,m & d which is led by Gozde.

Useful link for jolly phonics songs and actions.

<https://www.youtube.com/watch?v=xzBoqtayewl>.

## Bonus classes



### Football

We have restarted our football session for this year and Star room children absolutely loved it. Our new coach Kyra introduced some new warm-up sessions for the children to do such as skipping, running in a circle, hopping and jumping. The coach then asked the children to name a name of their choice. Alba said, "I like elephants". The coach then demonstrated some stamping actions and encouraged all the children to join in and stamp along the play roof.

The second part of the session was to help the children develop their **coordination and listening skills**. The coach set up some cones and carefully **gave instructions** for the children to follow. The first instruction was when the children hear the word "cone" each child has to pick up a cone and bring it back to the coach. He then made it a bit challenging for the children, he asked them each to pick up only a specific colour cone. We then moved on to a **spatial awareness** session where the children were asked to walk around the cones without touching them. We finished our coordination session with a running game where the coach removed all the cones and only kept four cones red, blue, yellow, and green to create a square zone. He then informed the children that when he says the word red cone all the children need to run and stand in the red square. We had a lot of fun learning all these new skills during football.

Our third and final session was about ball control, the coach gave each child a ball and asked the children to place the ball between their legs and walk around in circles without dropping the ball. Star room children did an amazing job of trying to manage the ball without dropping. So well done everyone!





**Half Term – Term time children**

Mon 14<sup>th</sup> Feb – Friday 18<sup>th</sup> Feb 2022

**27<sup>th</sup> Month Review**

Wed 30<sup>th</sup> March 2022

**Female carers day**

Fri 25<sup>th</sup> March (9am-11am)

**Parent's Afternoon**

Fri 1st April 2022

(9am to 11am, 2.00pm to 2.30pm & 5.30pm)

**Easter Holidays**

Last Day Thursday 7<sup>th</sup> April – Re-opens - Wed 20<sup>th</sup> April

Fri 15<sup>th</sup> - Public Holiday

Mon 18<sup>th</sup> April – Public Holiday

Tues 4<sup>th</sup> April – Inset Day

**Review us**

We would like to take this opportunity to thank you for choosing Rooftop Nursery as your childcare provider, we hope it has been a pleasant experience for you and your child.

We would greatly appreciate it if you could kindly, please take a moment to review our nursery so that we are able to promote our services to other parents and families.

Ottaway <https://goo.gl/maps/1sGwLz2R6nc1aAdW7>

Brook <https://goo.gl/maps/hQrp23ouxaMXy3KY8>