

Aspire Day Nursery Newsletter



April 2022

Manager - Christine

Deputy Manager - Hayley

Learning and development deputy managers:

Lauren: Explorers, Pioneers, Creators, Inventors

Manna: Discoverers, Imaginers, Adventurers, Investigators

LANGUAGE OF THE MONTH – Makaton

Our policy this month is online safety

At the end of the newsletter, you will find each rooms activity plan for the month

This month we will also be organising easter egg hunts and all things Spring! Fingers crossed for the warm sunshine to return



This month we would like to start to collect objects that will aid us with a new approach we want to incorporate into the nursery.

Therefore, we are on the look out for as many items as possible, the list will always be endless, anything else you think of that is similar to the items below I'm sure we can also make use of. Once we have collected a substantial amount, we will then distribute appropriately around the rooms.

The idea of the concept is to create more opportunities for the children to use their imagination and curiosity to develop an enhance their play, from building towers to exploring objects or making use of everyday real-life items in role play.

The items we are looking for are:

kitchen items such as rolling pins, metal coffee tea sugar jars, metal or wooden egg cups, kitchen roll holder, teacup holder, metal or wooden teacups, small saucepans, weighing scales, recipe book holder, potato masher, cookie cutters etc.

jewellery boxes

bangles (no small beads attached)

corks

clean makeup brushes

feather duster

old but clean condition shoes, women's, Men's,

accessories like hats, feather Boas, fascinator's

magazine racks, mixture of magazines from gardener's world, ideal home, cooking children's magazines.

Typewriters, old keyboards, oh telephones

battery fairy lights

blankets

crates

photo frames

floaty skirts

top hats

colourful material/sarongs/shawls

Anything along the lines of the objects in the photos









COVID UPDATE

LIVING WITH COVID-19: THE NEXT STEPS

We will continue to follow this guidance for the month of April, or until we have further clarity.

As a nursery we have decided that masks can now be removed if you wish at drop off and hand over, we feel we can drop this measure as we will continue to hand over in the outdoors and therefore risk is more minimal. Of course each person can choose whether they would prefer to wear, and if you would like your hand over to be done with a mask, please inform us and we will ensure this will continue to happen for the month of April. In May we will review this again.

We will also continue to inform parents if a staff member or child has covid within 48 hours of being in the setting so you can monitor your children and act appropriately if they show signs or symptoms.

The key messages are:

- **Children should attend nursery if they are well**
- **Children should stay at home if they are unwell – nurseries should refuse entry to those that are symptomatic or unwell.** Therefore please do not bring children to nursery who have covid and show any cold like symptoms. As a nursery we are treating covid in the same way as a sick child with sickness bug or chicken pox for example. We are not able to care for sick children as we do not have the means to offer them one to one care in which they need.
- **Settings are no longer required to twice weekly lateral flow**, and the government have stopped sending us test kits, therefore we are unable to continue once we have finished the batch we have just received. We will of course be keeping some behind for emergency use should we feel we need to use one.
- **If children have COVID-19 symptoms they should have a PCR test.** We will still require a PCR test, if they have one of the main 3 main symptoms, cough, temperature, loss of taste or smell. If they test positive, they must stay at home and avoid contact with other people for at least 5 full days and then continue to follow the guidance until they have received 2 negative test results on consecutive days.

Full details can be found here: COVID-19: people with COVID-19 and their contacts - GOV.UK (www.gov.uk), but please see a shortened version below. The guidance advises people to:

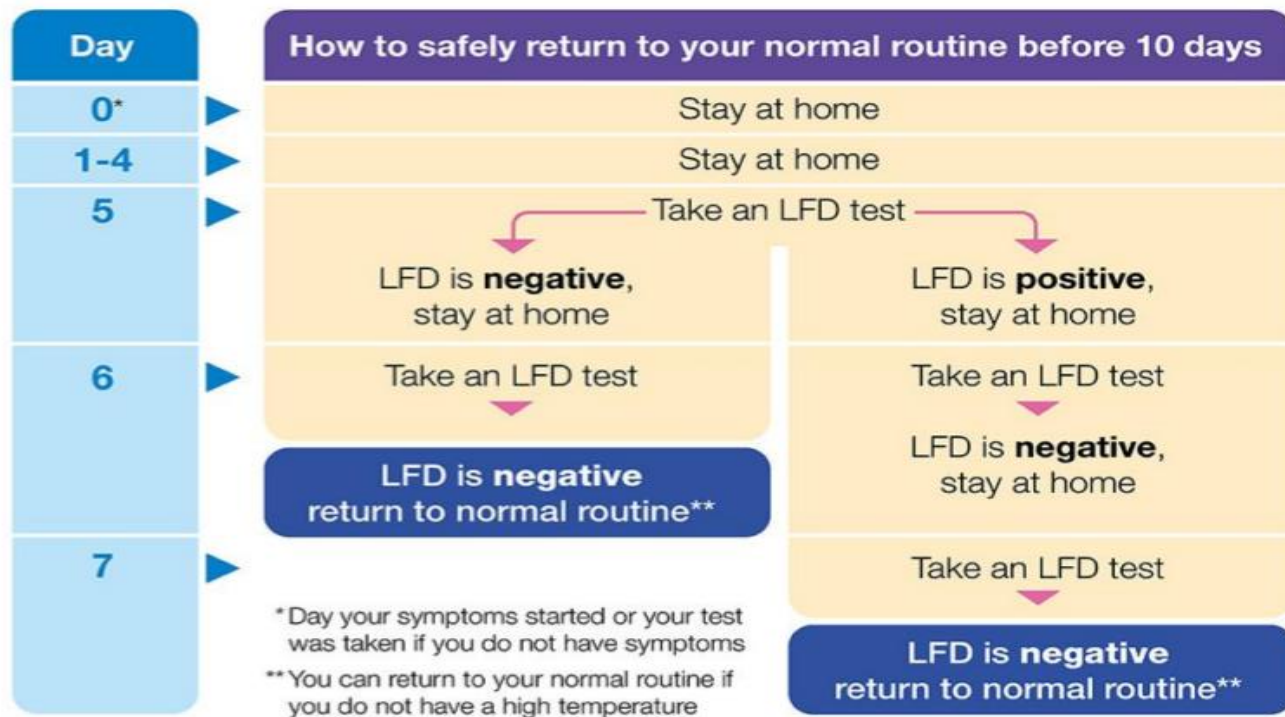
- Get vaccinated
- Let fresh air in if meeting indoors, or meet outside
- Wear a face covering in crowded and enclosed spaces, especially where coming into contact with people you do not usually meet and when rates of transmission are high
- Wash your hands and follow advice to “Catch it, Bin it, Kill it”

The guidance no longer requires fully vaccinated close contacts and those aged under 18 to test daily for 7 days, and removes the legal requirement for close contacts who are not fully vaccinated to self-isolate.

I hope that this makes clear the stance that early years are being asked to take and the additional measures we are keeping in place.

Kind regards
Christine Moxon

How to safely return to your normal routine before 10 days



If your day 5 LFD test result is positive, you can continue taking LFD tests until you receive 2 consecutive negative test results.

Children and young people with COVID-19 should not attend their education setting while they are infectious. They should take an LFD test from 5 days after their symptoms started (or the day their test was taken if they did not have symptoms) followed by another one the next day. If both these tests results are negative, they should return to their educational setting if they normally attend one, as long as they feel well enough to do so and do not have a temperature. They should follow the guidance for their educational setting.

Avoid meeting people at higher risk of becoming seriously unwell from COVID-19, especially those with a severely weakened immune system, for the 10 days after your symptoms started (or the day your test was taken if you did not have symptoms).

While you are infectious there is a high risk of passing on COVID-19 to others in your household. These are simple things you can do to help prevent the spread:

- keep your distance from other people you live with and spend as little time as possible in shared areas such as kitchens and living rooms. This is particularly important if someone you live with is unvaccinated or at higher risk of becoming seriously unwell from COVID-19, especially those with a [severely weakened immune system](#)
- if you need to spend time in shared areas wear a well-fitting [face covering](#) made with multiple layers or a surgical face mask. Ventilate the room by opening windows and leaving them open for at least 10 minutes after you have left the room. Leave extractor fans running for longer than usual with the door closed after use
- cover your mouth and nose with disposable tissues when you cough or sneeze. Dispose of tissues into a rubbish bag and immediately wash your hands or use hand sanitiser
- wash your hands frequently with soap and water for 20 seconds or use hand sanitiser after coughing, sneezing and blowing your nose and before you eat or handle food. Avoid touching your face
- if you can, use a separate bathroom from the rest of the household. If this is not possible try and use the bathroom after everyone else
- regularly clean frequently touched surfaces, such as door handles and remote controls, and shared areas such as kitchens and bathrooms

Chicken pox

Please be aware we have chicken pox in the nursery, please note below for NHS information.

<https://www.nhs.uk/conditions/chickenpox/>

You'll need to stay away from school, nursery or work until all the spots have formed a scab. This is usually 5 days after the spots appeared.

The exclusion period is at least 5 days.



Tapestry

You can download the tapestry apps, I have put links below, hopefully they work, if not just search tapestry online journal in your app store.

<https://apps.apple.com/gb/app/tapestry-journal/id1442916401>

https://play.google.com/store/apps/details?id=com.fsf.tapestryandroid&hl=en_GB&gl=US

From now on, we will use Tapestry MEMO to keep parents updated, so please do read this, as this will be our main way to communicate with you all.

Emails

All general information, enquiries, allergy updates, informing us of holidays and sickness etc please email info@aspirenursery.co.uk, emails are mainly manned from 7.30 to 4.30pm.

If you need to get hold of me directly, you can email me on manager@aspirenursery.co.uk, this should be for things like occupancy (perm date changes), notice letters, feedback, fee payments etc, but don't worry if you forget, emails will be forwarded to me.

Levy Apprenticeship funding

Dear Parents

Hope you are well. Please see the email below – a pressing request for our trainee practitioners and existing workforce, wishing to further their childcare education!

Pre COVID-19 as a nursery we were never limited on how many people we could train at one time, whether it was about upskilling the current workforce or training new apprentices on childcare courses. This has presented a problem as we are always a proactive team with keen learners wanting to increase their knowledge and better their practice further (which is something we are very proud of)!

However, since covid 19 the government brought in a new scheme for apprentices and introduced a levy for companies. The Levy is money funded by the government and not individual companies. As we are seen as a small company our levy is small and it means we can only upskill and train a maximum of 10 practitioners a year. Out of these 10 practitioners they are all then spread across the three nurseries that the owner owns, as the levy is linked to her PAYE as a sole trader.

We did find out that larger companies are allowed to transfer levies to smaller companies if they were not going to use all their training funding, as they have much larger pots of money from the government. Since October we have requested levy transfer 27 times from various companies on the DAS GOV system, however these have not been actioned for the past several months and remain at 'pending'.

To cut a long story short our hope is that we have an 'insider parent' that could perhaps help and highlight to their company that 'our little lonely Nursery' would like some apprenticeship levy please! This is something you feel you would be able to help with please contact us and we can talk in a little more detail.

I am also hoping it is coming to the end of the financial year that perhaps companies will be more willing to share the levy with us, we are on a time sensitive matter so looking to action this ASAP. We have many staff wanting to be able to train in childcare or upskill their qualifications to higher levels and we are unable to do this for them.

Kind regards
Christine

30-hour funding

If your child is born between **1st April and 31st August 2019** then you can see if you are eligible for the 30 hours funding. To do this please click on the link. <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

If you are eligible, we need this code NOW.

All parents that currently receive this 30-hour funding you need to reconfirm eligibility in the next few weeks in order to receive funding for the April term, please log onto your account to check your reconfirmation date. Failure to do this will result in a loss of funding. If you require further information, please contact us. Please look out for emails from us regarding the funding as we continuously email updates during the term.

Parents using tax free childcare or 30 hour funding please remember to reconfirm your eligibility with HMRC, without doing it approx. 3 monthly you will lose your right to funding and account

Reminders:

Please note we operate a **NO MOBILE PHONE** policy whilst you are onsite. We ask that all parents respect this rule and do not use phones for any reason while onsite. This is in the best interests of your child.

Please can you provide us with labelled sun cream and sunhats ready for when the sun makes an appearance!

Woodland adventures:

It is particularly important that if your child is attending woodland adventures they are appropriately dressed. When entering the woods, they need to have long sleeved top and long trousers on even when the weather gets warmer. This is to protect them from stings, nettles, brambles, ticks and so forth. We often make mud creatures or sculptures too so even on a dry day your little ones could get wet and mucky so please make sure to bring spare clothes that we can change them in to after. Please help us to develop this program further by dressing them appropriately.

Reminders

Sickness

If your child has had pain relief medication within 8 hours of nursery it is our policy that they do not come into nursery that day. (COVID SIGNS HAVE A SEPARATE POLICY)

Collecting your child: When collecting your children from nursery please ensure you are here by 6.10pm if you would like to receive a detailed handover, after this time, basic information will be given. Please bear in mind we close at 6.30pm and this is when staff shifts end, they are keen to go home after a long day. If you are going to be late picking up your child, please let us know as soon as possible so that we are aware. If you are late you will be charged the late pickup fee as staff has to stay after their shift. The late fee goes directly to the staff.

Security: If you greet a parent at the door when entering or exiting, please do not let that person in or out, they must use the finger print system. Please ensure you make sure the gate is fully closed behind you.

Allergies: I would like to remind parents that we request children do not enter the nursery eating any outside food. This is due to having children with serious allergies. Please respect that we are doing it for the best interests of the children.

Fees: Fees are due on the 25th of each month for the following month.

Nursery Opening: The nursery opens at 7:30am, although the staff do come in earlier than this each morning. Please be reminded that the staff are very busy setting up the room, making necessary checks of resources and making sure that everything is ready for the day ahead. Please can you therefore now wait outside the building until 7.30am.

Buggy shed: Could we remind all parents that your buggies need to be folded if they are left in the buggy shed so that there is enough space for everyone's buggies. It also makes moving around in the small shed much easier as well.

Clothing: Please make sure that any belongings you send to nursery are clearly labelled with your child's name as this will help staff to know who it belongs to and will also highlight to other parents who the item belongs to, meaning less items going home with the wrong people.

Policy of the month

1.6 Online safety (inc. mobile phones and cameras)

Policy statement

We take steps to ensure that there are effective procedures in place to protect children, young people and vulnerable adults from the unacceptable use of Information Communication Technology (ICT) equipment or exposure to inappropriate materials in the setting.

Procedures

- Our designated person responsible for co-ordinating action taken to protect children is: Hayley Hooper

Information Communication Technology (ICT) equipment

- Only ICT equipment belonging to the setting is used by staff and children.
- The designated person is responsible for ensuring all ICT equipment is safe and fit for purpose.
- All computers have virus protection installed.
- The designated person ensures that safety settings are set to ensure that inappropriate material cannot be accessed.

Internet access

- Children do not normally have access to the internet and never have unsupervised access.
- The designated person has overall responsibility for ensuring that children and young people are safeguarded relation to online safety.
- Children are taught the following stay safe principles in an age appropriate way prior to using the internet;
 - only go online with a grown up
 - be kind online
 - keep information about me safely
 - only press buttons on the internet to things I understand
 - tell a grown up if something makes me unhappy on the internet
- Designated persons will also seek to build children's resilience in relation to issues they may face in the online world, and will address issues such as staying safe, having appropriate friendships, asking for help if unsure, not keeping secrets as part of social and emotional development in age appropriate ways.
- If a second hand computer is purchased or donated to the setting, the designated person will ensure that no inappropriate material is stored on it before children use it.
- All computers for use by children are located in an area clearly visible to staff.
- Children are not allowed to access social networking sites.
- Staff report any suspicious or offensive material, including material which may incite racism, bullying or discrimination to the Internet Watch Foundation at www.iwf.org.uk.

- Suspicions that an adult is attempting to make inappropriate contact with a child on-line is reported to the National Crime Agency's Child Exploitation and Online Protection Centre at www.ceop.police.uk.
- The designated person ensures staff have access to age-appropriate resources to enable them to assist children to use the internet safely.
- If staff become aware that a child is the victim of cyber-bullying, they discuss this with their parents and refer them to sources of help, such as the NSPCC on 0808 800 5000 or www.nspcc.org.uk, or Childline on 0800 1111 or www.childline.org.uk.

Email

- Children are not permitted to use email in the setting. Parents and staff are not normally permitted to use setting equipment to access personal emails.
- Staff do not access personal or work email whilst supervising children.
- Staff send personal information by encrypted email and share information securely at all times.

Mobile phones – children

- Children do not bring mobile phones or other ICT devices with them to the setting. If a child is found to have a mobile phone or ICT device with them, this is removed and stored in the office until the parent collects them at the end of the session.

Mobile phones – staff and visitors

- Personal mobile phones are not used by our staff on the premises during working hours. They will be stored in the staff room.
- In an emergency, personal mobile phones may be used in an area where there are no children present, with permission from the manager.
- Our staff and volunteers ensure that the setting telephone number is known to family and other people who may need to contact them in an emergency.
- If our members of staff or volunteers take their mobile phones on outings, for use in case of an emergency, they must not make or receive personal calls, or take photographs of children.
- Parents and visitors are requested not to use their mobile phones whilst on the premises. We make an exception if a visitor's company or organisation operates a lone working policy that requires contact with their office periodically throughout the day. Visitors will be advised of a quiet space where they can use their mobile phone, where no children are present.
- These rules also apply to the use of work-issued mobiles, and when visiting or supporting staff in other settings.
- Use of personal smart watches should not be in use within working hours.

Cameras and videos

- Our staff and volunteers must not bring their personal cameras or video recording equipment into the setting.
- Photographs and recordings of children are only taken for valid reasons i.e. to record their learning and development, or for displays within the setting, with written permission received by parents. Such use is monitored by the manager.
- Where parents request permission to photograph or record their own children at special events, general permission is gained from all parents for their children to be included. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children.

Social media

- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept service users, children and parents as friends due to it being a breach of expected professional conduct.
- In the event that staff name the organisation or workplace in any social media they do so in a way that is not detrimental to the organisation or its service users.
- Staff observe confidentiality and refrain from discussing any issues relating to work
- Staff should not share information they would not want children, parents or colleagues to view.
- Staff should report any concerns or breaches to the designated person in their setting.
- Staff avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity. If a practitioner and family are friendly prior to the child coming into the setting, this information is shared with the manager prior to a child attending and a risk assessment and agreement in relation to boundaries is agreed.

Electronic learning journals for recording children's progress

- Managers seek permission from the senior management team prior to using any online learning journal.
- Staff adheres to the guidance provided with the system at all times.
- Staff only have access to Tapestry at work on devices provided by the nursery
- Parents, carers, practitioners are not allowed to use photos off tapestry for any use other than learning journeys.

Use and/or distribution of inappropriate images

- Staff are aware that it is an offence to distribute indecent images. In the event of a concern that a colleague or other person is behaving inappropriately, the Safeguarding Children and Child Protection policy, in relation to allegations against staff and/or responding to suspicions of abuse, is followed
- Staff are aware that grooming children and young people on line is an offence in its own right and concerns about a colleague's or others' behaviour are reported (as above).

Explorers Room (Amy)

Physical	Personal, social and emotional	Communication and language	Special events
<p>Physical: Belly crawling, moves to crawling on hand and knees. Points with first finger to share attention with adult. Activity: place dinosaurs out of reach and encourage children to crawl, walk or pull themselves towards it.</p>	<p>Personal, social, emotional development: Responds to what the carer is saying or paying attention to by following gaze. Seeks physical and emotional comfort by snuggling in to a trusted adult.</p>	<p>Communication and language: Concentrates intently on an object or activity of own choosing. Starts to develop the understanding of single words when used in context. e.g. milk, mummy, daddy.</p>	<p>This month Explorers theme will be dinosaurs, we'll be doing lots of messy activities to further our development and learn through senses. The three things we will be celebrating this month are Easter, St. Georges day and Earth day.</p> <p>Here are a few targets we have and some activities;</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<p>Literacy: Handles books, printed and digital reading material with interest. Waves and taps arms, bounces and moves to music and rhymes.</p>	<p>Mathematics: Explores space when they are free to move. e.g. crawling, stretching and rolling. Activity: Garden time- set up the toys that encourage movement. e.g. walkers, see-saw, ball pit boat.</p>	<p>Expressive arts and design: Responds to and engages with the world that surrounds them such as sounds, movement and people. Activity: Garden time- set up a dinosaur habitat using natural materials so that the child can explore using their senses.</p>	<p>Understanding the world: Smiles with pleasure at recognisable play things. Watches a toy be hidden and tries to find it. Activity: Place the dinosaurs out on the table and cover them using all different materials.</p>

Discoverers room (Michelle)

Physical	Personal, social and emotional	Communication and language	Special events
<p>*Physical</p> <ul style="list-style-type: none"> • Starts walking independently on firm surfaces and later on uneven surfaces. • Enjoys finger and toe rhymes and games. • Manipulates objects using hands singly and together. 	<p>*Personal social and emotional</p> <ul style="list-style-type: none"> • Responds to their own name and enjoys finding own nose eyes or tummy. • Explores the boundaries of behaviour that are accepted by adults and become aware of basic rules • Shows a wider range of feelings using crying gestures vocalizations freely to express their needs. 	<p>*Communication and Language</p> <ul style="list-style-type: none"> • Experiments with a range of media tools materials sounds and while body movements through multi sensory exploration. • Responds to and engages with the world that surrounds them e.g. Sounds movement people and objects. 	<p>This month in Discoverers we are excited to be welcoming some of Explorers to our room and spend time settling them in. We will be doing Transport as our topic for April and doing some fun Easter activities. We will be making lots of different vehicles using a range of materials and media to decorate our room. We will explore messy trays with cars, trucks, mud and grass and be making some giant vehicles for role play in our room. We will look at transport themed books and songs about buses and planes. We will look at transport in our walks to the park and take pictures to put up in our room.</p> <p>Special events = Easter</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<p>*Literacy</p> <ul style="list-style-type: none"> • Handles books printed and digital reading materials with interest. • Responds to sounds in the environment such as cars sirens and birds. • Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences. 	<p>*Mathematics</p> <ul style="list-style-type: none"> • Stacks objects using flat surfaces. • Attempts sometimes successfully to match shapes with spaces on inset puzzles. • Gets to know and enjoy daily . 	<p>*Attend to how babies and children are using their whole body in sensing, exploring and experimenting with space, texture, sounds, rhythms, materials, and tools.</p>	<p>*Understanding the world</p> <ul style="list-style-type: none"> • Closely observed sustainable people and vehicles do. • Knows things are used in different whatever a ball for throwing. • Shows interest in toys with buttons flaps and simple mechanisms and begins to learn to operate them.

Imaginers Room (Oriana)

Physical	Personal, social and emotional	Communication and language	Special events
<p>Physical:</p> <ul style="list-style-type: none"> •Picks up objects in palmar grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them. •Walks around furniture lifting one foot and stepping sideways 	<p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> •Shows interest in their reflection in a mirror, although may not realise that the reflection is them •Shows growing self-confidence through playing freely and exploring with involvement 	<p>Communication and language:</p> <ul style="list-style-type: none"> •moves body to sounds hey enjoy, such as music or regular beat •Concentrates intently on an object or activity of own choosing for short periods 	<p>For this month our theme will be Easter/spring focusing on crafts related to this month events like Easter, World Heritage Day, and Earth day.</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<p>Literacy:</p> <ul style="list-style-type: none"> •Handles books, printed and digital reading material with interest •As part of sensory exploration, may touch and handle books 	<p>Math:</p> <ul style="list-style-type: none"> •stacks on hectares using flat surfaces •Initiates and continues repeated actions 	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> •Responds to and engages with the world that surrounds them e.g. Sounds, objects, emotions (own and others) •engages using different media and materials 	<p>Understanding the world:</p> <ul style="list-style-type: none"> •Starts to realise they influence people, e.g. As they laugh and smile so do the people they are with •knows things are used in different ways e.g a ball for rolling or throwing or a toy car for pushing

Pioneers Room (Marta)

Physical	Personal, social and emotional	Communication and language	Special events
<p>Physical Development</p> <ul style="list-style-type: none"> -Helps with dressing /undressing and care routines enjoying the rituals established for hand washing and teeth cleaning -Can walk considerable distance with purpose , stopping, starting and changing direction 	<p>Personal, social and emotional</p> <ul style="list-style-type: none"> -Is aware of other’s feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child excitement -Enjoys playing alone and alongside others and is also interested in being together and playing with other children 	<p>Communication and language</p> <ul style="list-style-type: none"> -Selects familiar objects by name and will go and find objects when asked or identify objects from a group -Pays attention to own choice of activity, may move quickly from activity to activity 	<p>This month Pioneer’s theme is Weather . Entering the spring month there are a lot of weather changes happening. We are going to learn the different type of weather as children get to see so many examples of it within their natural environment. We also will be doing Easter arts and crafts.</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<p>Literacy</p> <ul style="list-style-type: none"> -Begins to join in with actions and sounds in familiar song and book sharing experience -Beginning to understand the cause and effect of their actions in mark making 	<p>Mathematics</p> <ul style="list-style-type: none"> -Shows an interest in size and weight -Beginning to understand that things might happen now or at another time in routines 	<p>Expressive arts and design</p> <ul style="list-style-type: none"> -Notices and becomes interested in the transformative effect of their action on materials and resources -Pretends that one objects represent another especially when objects have characteristics in common 	<p>Understanding the world</p> <p>Is curious and interested to explore new and familiar experience in nature :grass , mud , puddles , plants, animal life</p> <ul style="list-style-type: none"> -Matches parts of objects that fit together

Creators Room (Iliana)

Physical	Personal, social and emotional	Communication and language	Special events
<ul style="list-style-type: none"> • Physical: Runs safely and take pages in a book. <p>Activity: Easter egg hunt</p>	<ul style="list-style-type: none"> • Personal, Social and Emotional: Explore the environmen, interacts with other and plays confidently. Shows empathy and concern for people. 	<ul style="list-style-type: none"> • Communication and Language: Understands different situations, Learn new words and is able to use them. <p>Activity: Set up a garden centre role play and learn new words about spring.</p>	<p>This month Creators theme will be "Spring & Easter". We'll be doing variety of different activities in order to explore different areas of learning and development. The three things that we will be celebrating this month will be, Easter, Earth Day and St George's Day.</p> <p>Here are a few developmental targets we have and some activities:</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> • Literacy: Join in actions, sounds and share books. <p>Activity: Read "Jack and the Beanstalk" story.</p>	<ul style="list-style-type: none"> • Mathematics: Beginning to count on their fingers, measures differences in size and length. <p>Activity: Compare sizes of plants.</p>	<ul style="list-style-type: none"> • Expressive Arts and Design: Used available resources to create props. <p>Activity: Easter play dough</p>	<ul style="list-style-type: none"> • Understanding the World: Enjoys stories about Easter and Nature. <p>Activity: Plant their own seeds in forest school.</p>

Adventurers Room (Emma)

Physical	Personal, social and emotional	Communication and language	Special events
<p>Physical Going on a flower walk, whats growing? Mud sensory tray with different veg/fruit, pots and spoons, planting etc Make daisy chains Go on a minibeast hunt</p>	<p>Personal, social and emorional How do plants grow? What do they need to grow? is it the samae as us? Talking about new beginings, how an egg symbolises new life, why we have easter eggs.</p>	<p>Communcation and langauge Group discussions after going on our flower walk, what did you see? have things changed? Talk about what easter means, why we celebrate it eggs.</p>	<p>Special events Easter</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<p>Literacy Jack and the beanstalk book Using different materials to trace letters and words Reading season books</p>	<p>Mathematics Grow sunflowers and measure how big they grow Flower counting/animal counting Counting minibeasts legs/wings/eyes Flower pot game - start with 10 flowers and a plant pot each, roll the dice, add the number of flowers on the die in to your pot, the first to fill their pot, wins.</p>	<p>Expressive arts and design Garden centre roll play Making bird feeders Spring art pictures - usinf different materials to make differnt pictuers Easter craft Potato printing Making animal hats and masks</p>	<p>Understanding the world Planting seeds After the minibeast hunt - have a group disscussion of what we saw, look them up on line and get information on them, draw the bugs we've seen How do plants grow? life cycle of a palnt</p>

Inventors Room (Cheyenne)

Physical	Personal, social and emotional	Communication and language	Special events
<p>Physical development:</p> <ul style="list-style-type: none"> - I will be able to grasp and release with two hands to throw and catch a ball. - I will eat a healthy range of food and understands a need for variety in food. - I will be able to name and identify different parts of body. 	<p>Personal, social and emotional:</p> <ul style="list-style-type: none"> - I will show increasing consideration of other people's needs and gradually more impulse control in favourable conditions. - I will be able to develop particular friendships with other children which help me to understand different points of view. - I will practice skills of assertion, negotiation and compromise and support adults for help. 	<p>Communication and language:</p> <ul style="list-style-type: none"> - I will understand the use of objects. - I will talks more extensively about things that are of particular importance to me. - I will listen to others in small groups when the conversation interests me. 	<p>This month our focused topic is Spring and Easter.</p> <p>We will be doing activities and artwork related to spring and Easter! Within this topic we will be looking at bugs, life cycles and the story behind Easter!</p> <p>For School leavers: In the room our toileting method is us supporting children by wiping after they go to the toilet however if your child is going to school this year we are also starting to try and support the children being independent with wiping after the toilet, if you could help us support them with this at home to help get them ready for school that would be fantastic!</p>
Literacy	Maths	Expressive arts and design	Understanding the world
<p>Literacy:</p> <ul style="list-style-type: none"> - I will know that print carries meaning and that English is read from left to right and top to bottom. - I will begin to recognise some written names of peers. - I will create sounds by rubbing, shaking, tapping and blow. 	<p>Mathematics:</p> <ul style="list-style-type: none"> - I will be able to understand meaningful contexts of heavier or lighter. - I will enjoy reciting numbers from 0-10 and back from 10-0. - I will may enjoy counting as far as he can go 	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> - I will know that information can be received from digital devices and the internet - I will develop their own ideas through experimentation with diverse materials. - I will enjoy and respond to playing with colour in a variety of ways. 	<p>Understanding the world:</p> <ul style="list-style-type: none"> - I will begin to understand the affect their behaviour can have in the environment - I will be able to talk about past and prevent events in their own lives. - I will be able to ask questions about aspects of my familiar world.

Investigators Room (Anju)

<p style="text-align: center;">Physical Physical</p> <ul style="list-style-type: none"> * I will work out how to get a dinosaur out of the egg-shaped ice. * I will learn how to handle scientific objects safely. 	<p style="text-align: center;">Personal, social and emotional Personal, social and emotional</p> <ul style="list-style-type: none"> * I will make a lava lamp and shake it every time I feel a bit sad/tired. * I will make potions that match my emotions, linking back to the emotion monster book. 	<p style="text-align: center;">Communication and language Communication and Language</p> <ul style="list-style-type: none"> *I will talk about the outcomes of the experiments. *I will discuss ways to care for the earth. *I will talk about my pets. 	<p style="text-align: center;">Special events Special Events</p> <ul style="list-style-type: none"> *Easter *Earth Day *Pet Month *St George's Day *Passover
<p style="text-align: center;">Literacy Literacy</p> <ul style="list-style-type: none"> *I will label or write the initial letter of my favourite planet. *I will look at videos relating to planets with the help of my teachers. 	<p style="text-align: center;">Maths Maths</p> <ul style="list-style-type: none"> *I will measure my height using a measuring tape/string. *I will count how many mentors is needed to make the volcano erupt. 	<p style="text-align: center;">Expressive arts and design Expressive Arts and Design</p> <ul style="list-style-type: none"> *I will make coloured bubble paints by blowing through a straw. *I will explore the outcomes of mixing colours. 	<p style="text-align: center;">Understanding the world Understanding the World</p> <ul style="list-style-type: none"> *I will learn about the stars and planets of the universe. *I will learn about ways to look after our environment.