

# Aspire Day Nursery Newsletter



**March 2021**

Manager - Christine Moxon  
Deputy Manager - Hayley Hooper

Welcome to the March Newsletter. I hope you find it useful and enjoy reading it.

**LANGUAGE OF THE MONTH – Spanish**

Our policy this month is [Covid risk assessment](#)

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

## Spanish lessons

We are now introducing from this week, Spanish classes on Fridays. Every room will have the opportunity to enjoy the lessons, they will be a mix of stories, songs, and games. The children will still be enjoying all the other classes they do as well. This week we welcome back the remaining classes will be coming back, Zumba, Mandarin, Tennis, Pipsqueaks and French music class.

## Woodland adventures

We are aiming to start these back up and running from 15<sup>th</sup> March. All the rooms will have the opportunity to go to fishponds, some rooms will be alternative weeks. Please ensure your child has wellies and appropriate clothing on their woodland days, it is important they wear trousers/leggings, so legs are covered even in summer months please.

Please see the timetable below for all classes

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Woodland adventures</b>	Explorers Imaginers	Investigators	Adventurers/Creators Alternative weeks Pioneers	Inventors Discoverers	
<b>Tennis</b>	Adventurers Creators		Inventors Investigators		
<b>Zumba</b>					Creators Adventurers Inventors Investigators
<b>Pipsqueaks</b>					Explorers Discoverers Imaginers Pioneers
<b>Spanish</b>					All rooms
<b>Mandarin</b>	Inventors Investigators				
<b>Bilingusing - French</b>		Explorers Discoverers Imaginers Pioneers			

Just a reminder to all parents that the green box next to the fingerprint machine is NOT to be used if your fingerprint does not work, it is for emergency use only.

# Covid rapid testing - for school families

If you are a family member or in a support bubble for someone with a child at primary or secondary school, you are able to receive free rapid covid tests to do at home. We ask everyone that can do these tests, please do, as this is a great for early detection. Please click the link to order or collect yours. <https://www.gov.uk/order-coronavirus-rapid-lateral-flow-tests>

## 30-hour funding

If your child is born between **1<sup>st</sup> January and 31<sup>st</sup> March 2018** 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

### 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.

**No mobile phones:** Please note, we ask that parents do not use mobile phones while onsite.

**Fees:** Fees are due on the 25<sup>th</sup> 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

## Covid risk assessment updated March 21

### Covid 19 - Risk assessment and action plan combined

Responsible Person: Zahida Khan

Person having control of the premises: Christine Moxon

Address of premises: Aspire day nursery, 1A Howard road, Surbiton, KT5 8SA

Date of risk assessment: 13<sup>th</sup> May 2020 – updates 28<sup>th</sup> July 2020 – updated 23<sup>rd</sup> September 2020 – updated 4<sup>th</sup> January 2021, updated 9<sup>th</sup> March 2021

Date of assessment review: all risks will be reviewed weekly during the Covid 19 epidemic to see in new measures need to be put in place or can be relaxed

Level of risk on day of assessment: Low

<b>PROMPT - taken from Guidance</b> “Actions for education and childcare settings to prepare for wider opening”	<b>CONTROL MEASURE</b>
Minimizing child to child and adult to adult contact within rooms	Remove excess furniture to create greater space for children to spread out - allowing staff to easily be 2m apart and children have more space to play. Staff are expected to social distance, we are unable to do this with children. Therefore, more space for them to play and less children in room will assist this.
Visitors	Viewings and visitors permitted on site, masks to be worn and limited time spent in any one room, viewings to take place in the garden with a quick glance in the rooms. Settling sessions, parents limited to staying for 1 hour max, in accordance to government guidelines. Extra curricula activities to take place in the garden following control measures.
Deliveries	Any deliveries that arrive on site; any deliveries must be dropped to the outside of the nursery, so the delivery persons do not enter the building. One staff member is to go and collect these with a glove and apron on and antibacterial wipe the products down before them entering the nursery. If the delivery is a cardboard box and is not needed urgently, store in a dry safe place, untouched, for 48 hours before opening.
Soft furnishing	Removal of all soft furnishing such as cuddly toys, dressing up clothes and cushions. Rugs will stay as children spend majority of time on floor but are disinfected daily and we use Bacoban on it which naturally lasts up to 10 days.
Face washing after meals	Staff will wear gloves and use wet disposable toilet roll tissue, during this period. Tissues to be flushed away. Toilet tissue is a must because it is flushable and means germs have been disposed of immediately.
Tissues	Anything that can be cleaned with toilet tissue it should be used as priority, as this can then be disposed of by flushing away, ensuring germ leave site immediately.

Tissues, cloths, nappies and PPE equipment.	When using PPE equipment rather than disposing in a normal bin these should be disposed of in the yellow bin bags, as they are incinerated rather than landfill. The same applies to tissues, cloths, nappies. If you are dealing with a sick child or staff member the PPE must be put in the yellow bag and removed from the setting immediately.
Parents	Parents are allowed into the garden space, but still not in the buildings. If your child is starting a new room, we will happily let you see inside the room, however this will be limited to a quick 1 min view, from the door, as ask that you sanitize hands before and wear masks. Please speak directly to staff about a suitable time.
Drop off and collection	Parents will be asked that only one parent comes on site and waits in the garden, a system is in place where we will bring children to the garden when you collect and we will take them from you in the morning. Please note this may take a little longer. Parents to still take push chairs home where possible and not to touch and move around the garden. Also it is vital that parents leave immediately on collection so that <b>children are not able to touch resources as well or play</b> . Your support is vital in making this work. On entry please sanitize, however if you have your own, please can you use your own so our supplies last longer for the children.
Hand overs	Boards will be placed outside the nursery collection areas of activities the children completed that day.
Items from home	All children are permitted to bring one bag only. This bag must only contain the essentials, change of clothes, sun cream, nappy cream, medication, food for the day (if required). There should not be extra toys or items from home.
Use of public transport	Where possible all parents and staff should avoid using public transport until the government deem it safe to do so. Staff should try to share a lift with other staff, however it is important they then work together for the remainder of the day in the same room (not mixing with others). Parents and staff that are using public transport must try to avoid peak times, uses hand sanitizer and face masks.
Cleaning contractors	All touchable areas and handles must be cleaned daily. Door handles should be disinfected on exit of each area. A thorough clean of floors, touched surfaces, door handles will be required at the end of each day by the cleaning team. Once a week the Bacoban fogging is completed on the nursery, our cleaning product that lasts up to 10 days. Rooms also disinfect with this daily as well.
Staff Uniform	Staff uniform must not be worn on public transport, and masks must be changed if you have used them off the premises. Items of uniform must be washed daily. Masks must be worn in staff rooms.
Staffing in lock down	Full time staff will be prioritised to work first.
Student placements	Inline with college/government guidance, we will accept students. Covid testing to be completed twice weekly
Garden play	The garden has been split into 4 areas and rooms take turn in using the garden. Each part of the garden has their own sent of equipment and rooms also bring things from inside out at their time slot. All equipment to be cleaned after use.
Routine in rooms	The normal daily nursery routine should be followed as normal, garden time is set to ensure all rooms are separate but have allocated time.
Outings	We are now going to start back woodland adventures.

Facemasks	Facemasks are to be worn by all staff and parents/carers when collecting/returning children. Staff members to sit 2m clear of each other in staff rooms and wear masks. Clean hands before and after putting on a mask and taking off. Follow the systems of control as below
Room ratios/ lone working	Room staffing will be set staff, but where staff are on holiday, cover staff will be used, and as much as we can, the same staff will remain in that room all week. Room ratios as normal. No staff to lone work as to our normal policy. If staff have to change rooms this is to ensure ratios are met and we send staff for twice weekly rapid covid testing as standard.
Buildings	Staff will not enter rooms where they do not work. All staff must stay 2m away from staff they are not directing working with and where you can in a room you should try to maintain this. There are two cleaning staff, and each will have set buildings to clean daily. Where a cleaning team member is off, staff within the room with clean their own room.
Staff lunches	Staff are not permitted to leave the premises during the day unless to take exercise, make a private call just outside the nursery or cigarette. <i>Staff must not go into shops during the day</i> or meet others. Staff are to bring pack lunches. Lunch breaks should be taken in the nursery garden when possible but can use staff areas providing they have masks on, ventilation and staff must keep the 2m distance rule. Max of 8 staff in the main staff room and 4 in our additional space we have been able to make.
Children and staffing	As required children in a daily period should not mix with other children, and be taught by the same teachers, at all points of the day. There will be two rooms per bubble, however we will only do this on days were we need to, to ensure full opening hours, otherwise rooms are their own bubble.
Door handles and other surfaces touched for example kettles, taps, cupboards	Wiped after each single use, sprays provided all over nursery.
Bins	Emptied twice a day and wiped down. See Tissues, cloths, nappies and PPE equipment for further information
Toys and equipment	Before putting away any equipment and resources these need to be disinfected. We now have all resources back on offer as we are using Bacoban to give a long lasting protection against germs/viruses.
Toilets - staff and children	One person at a time, disinfected after each use. Each building has children and staff toilets.
Hand washing	Staff and children should follow good hygiene practice as normal with regards to cleaning hands after touching children noses, wiping facings, nappies, toileting etc. In addition to this, there are hourly alarms where all children and staff must wash hands or sanitize.
Stationary, resources.	No sharing stationery and resources where best possible. If items need to be shared such as thermometer this should be disinfected before and after use. Staff to keep their own pen on them at all times.
Food	Full menu is back on for all children while supplies can be sourced. We will keep you updated should we struggle again.
Shared surfaces	Disinfected after all uses.
Child and staff/family sickness and Positive test result	If a child or staff member becomes sick whilst on site the staff member will be immediately told to remove themselves from the premises, where a child becomes ill, they will be

	<p>isolated alone and team member is to keep 2m apart. Best practice would be the child is placed in the garden with staff member. Staff member must wear gloves, apron, and mask.</p> <p>All children and staff must go for a test and receive negative results before returning to nursery. Whilst awaiting results they must self-isolate with their family.</p> <p>Where the child, young person, or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 10 days, including staff members based in that room.</p> <p>If you have a member of the family in isolation due to contact we do ask you to keep your child off nursery to ensure that children are as safe as we can possible make them.</p> <p>Siblings who are off and isolating from the nursery are also asked to isolate.</p>
Chairs	As we now have bacoban chairs they have a long lasting protection, so normal clean as and when needed
Floors	Floors are cleaned after meals, however we now use Bacoban on the floors as well, so they have a long lasting protection.
Hand towels	Drying hands on disposable hand towels will be used at this time and placed in the bin.
Reduce opening hours	we will open 7.30am to 6.30pm and staff will work shift pattern
Ventilation	Aircons where accessible are to be on throughout the day, as these help to circulate the air. Windows and doors are also to be open at all times of the day. Children are to dress appropriately for doors and windows being open on colder days.
Sensory play	Sensory play is now allowed and risk assessed by staff first.
No learning observations	Observations on children are all back to normal and planning.
Kitchen	The coach house, surgery and angel buildings have access to a staff kitchen for use, they must be in there one person at a time, and disinfect any areas touched after use.
Pushchairs	Where parents are working from home, we will ask them to take pushchair with them home and bring back, as this limits the number of parents touching others property and staff touching them. Parents who need to get public transport can leave pushchairs onsite, but these must be clearly labelled for easy identification by staff.
No shoes	There will be a no shoe policy in our younger rooms as normal, but older rooms will go back to normal as we use bacoban disinfectant product on flooring
Disinfect shoes	Bacoban is in use therefore risk levels have been lowered.
Sleep times	Bedding is to be washed daily after use on a 60-degree wash, beds to all be disinfected after use. Bacoban to be used to clean beds.
Ofsted	Any cases of Covid -19 need to be reported to Ofsted and DFE/ PHE as required
Local authority action flow chart	If a positive result for covid happens please follow the local authority flowchart for reporting

# System of controls

This is the set of actions early years settings must take. They are grouped into prevention and response to any infection.

## Prevention

- 1) Minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID19) symptoms or who have someone in their household who does or have been advised by NHS test and trace to self-isolate, do not attend settings
- 2) Where recommended, the use of face coverings
- 3) Clean hands thoroughly and more often than usual
- 4) Ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 5) Maintain enhanced cleaning, including cleaning frequently touched surfaces often using standard products, such as detergents
- 6) Minimise contact between groups of children where possible
- 7) Where necessary, wear appropriate personal protective equipment (PPE)
- 8) Keep occupied spaces well ventilated

Numbers 1, 3, 4, 5 and 8 must be in place in all settings all the time.

Numbers 2 and 6 must be properly considered, and settings must put in place measures that suit their particular circumstances.

Number 7 applies in all specific circumstances.

## Response to any infection

- 9) Engage with the NHS Test and Trace process
- 10) Manage and report to Ofsted and the PHE advice line confirmed cases, of coronavirus (COVID-19) amongst the setting community
- 11) Contain any outbreak by following local health protection team advice

Numbers 9 to 11 must be followed in every case where they are relevant.

## Explorers Room (Lauren)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Physical development</p> <ul style="list-style-type: none"> <li>- We will learn to reach out for, touch and begin to hold objects. 0-11m</li> <li>- Learn to pass toys from one hand to the other. 8-20m</li> <li>- Pick up small objects between thumb and fingers. 8-20m</li> <li>- Enjoys the sensory experience of making marks in damp sand, paste or paint. 8-20m</li> </ul>	<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> <li>- Uses pointing with eye gaze to make requests, and to share an interest. 8-20m</li> <li>- Calms from being upset when held, rocked, spoken or sung to with soothing voice. 0-11m</li> <li>- Builds relationships with special people</li> </ul>	<p>Communication and language</p> <ul style="list-style-type: none"> <li>- Reacts in interaction with others by smiling, looking and moving. 0-11</li> <li>- Has a strong exploratory impulse. 8-20</li> <li>- Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. 8-20</li> </ul>	<p>This month in Explorers we will be learning about Gardening by recreating garden like experiences for all the children to take part. We will be growing our own flowers, digging and planting using soil, garden tools and natural materials. As it starts to get warming throughout the month we are planning most of our activities for the children to get a chance to see animals such as birds and squirrels and take a interest in nature.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy</p> <ul style="list-style-type: none"> <li>- enjoys looking at books and other printed materials with familiar people 0-11</li> <li>- Handles books and printed material with interest 8-20</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>- notices changes in numbers of objects/images or sound in small groups 0-11</li> <li>- gets to know and enjoys daily routines, such as getting up, mealtimes, nappy time and sleep 8-20</li> </ul>	<p>Expressive arts and design</p> <ul style="list-style-type: none"> <li>- imitates and improvises actions they have observed, e.g clapping or waving. 8-20</li> </ul>	<p>Understanding the world</p> <ul style="list-style-type: none"> <li>- learn to smile with pleasure at recognisable playthings 0-11</li> <li>- we will closely observe what people, animals and vehicles do. 8-20</li> <li>- learn that things are used in different ways, e.g a ball for rolling or throwing, a car for pushing. 8-20</li> </ul>

**Discoverers Room (Hana)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p>PD: Enjoys the sensory experience of making marks in damp sand, paint, paste (8-20) Makes connections between movements and marks they make (16-26)</p>	<p>PSED: Gradually able to engage in pretend play with toys (16-26)and Builds relationships with special people (8-20) Growing ability to soothe themselves and may like to use a comfort object (8-20) Explores new toys and environments but checks in regularly with a familiar adult(16-26)</p>	<p>C&amp;L: Has a strong exploratory impulse (8-20) Understands simple sentences (16-26) Selects familiar objects by name and will go and find objects when asked (16-26) Enjoys babbling and increasingly experiments using sounds and words (8-20)</p>	<p>This month in discoverers our topic will be The Farm, we will be learning animal names and sounds, looking at different things that grow on a farm. We are going to have a go at being farmers and will be doing some planting as well as arts and crafts for our display boards, we will also be learning 'Old MacDonald had a farm'. Along with this we will be welcoming new children to the room and will be making some special things to bring home for our mummies for mothers day.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<p>Literacy: Handles books and printed material with interest (8-20) Interested in books may have a favourite (16-26)</p>	<p>Maths: Gets to know and enjoy daily routines (8-20) Attempts to sometimes successfully to fit shapes into spaces in inset boards and puzzles (16-26)</p>	<p>EAD: Explores with a range of media through sensory exploration and using whole body (8-20) Imitates and improvises actions they have observed (8-20) Begins to move to music, listen to it join in with rhymes or songs (16-26) Pretends that one object represents another (16-26)</p>	<p>UTW: Becomes absorbed in combining objects (8-20) Explores objects by linking together different approaches (16-26)</p>

**Imagineers Room (Alannah)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p>Physical development:</p> <ul style="list-style-type: none"> <li>•makes connections between movements and marks they make</li> <li>•willing to try new foods and textures</li> </ul>	<p>Personal, social and emotional:</p> <ul style="list-style-type: none"> <li>•playing alongside others</li> <li>•explores new toys and environments, but checks in regularly with familiar adult when needed</li> <li>•begins to learn some things are theirs, some are shared and some belong to others.</li> </ul>	<p>Communication and language:</p> <ul style="list-style-type: none"> <li>•enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations</li> <li>•selects familiar object by name and will go and find objects when asked or can identify objects in groups.</li> <li>•uses different types of everyday words</li> </ul>	<p>This month our theme is "that's not my...". We will be looking at different animals, vehicles and people as well as exploring different textures through sensory play, arts and crafts and stories. We will be using everyday words from the stories such as "rough", "soft" , "fluffy" and "shiny" to describe the textures of the materials throughout play.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>•interested in books and rhymes and may have favourites</li> </ul>	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>• attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles</li> <li>• knows that things exist when out of sight</li> </ul>	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> <li>•explores and experiments with a range of media through sensory exploration, using the whole body</li> <li>•expresses self through physical action and sound</li> </ul>	<p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• enjoys pictures and stories about themselves, their families and other people</li> <li>• explores objects by linking together different approaches: looking, touching, pulling, tapping.</li> <li>•shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them</li> </ul>

**Pioneers Room (Kayla)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p>Physical development I will be trying to hold writing tools using a 'tripod grip' I will be practising my independence with self care by helping with clothing , identifying weather I have soiled nappy or wet nappy and also recognising if I need to wipe my nose.</p>	<p>PSED I will be trying to understand some boundaries and why they are in place I will be leading to understand that some of my actions may hurt or harm my friends</p>	<p>Communication and language I am going to try an learn some new common nouns that go along with our theme I am going to copy some familiar sounds ,such as those we hear from different modes of transport I am going to respond when I hear familiar sounds (cars passing , car horns, ambulances and the bin lorry)</p>	<p>Pioneers write up During the month of March Pioneers will be focusing on "transport" as our theme of the month . We will be exploring all the different ways in which you can travel as well as all the different variations of transport we see day to day . As always , well be making lots of lovely crafts to decorate our walls as well as singing our all time favourite song "the wheels on the bus" as our song of the month . If you have any transport themed books of photos of train,plane or car rides at home we would love to have a look at them at nursery.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<p>Literacy I will be picking and choosing my favourite nursery rhymes and stories I will try and fill in missing words and phrases to stories I know</p>	<p>Mathematics I will try and recite some number names in sequence I am going to try and use language of quantity such as "more"</p>	<p>Expressive art and design I am going to experiment with a range of media while doing a variety of craft activities</p>	<p>Understanding the world I am going to explore some toys with buttons and me mechanisms and try use remote control cars I am going to play with different small world models and settings I am going to try and notice some detailed features within my environment</p>

### Creators Room (Heidi)

Physical	Personal, social, and emotional	Communication and language	Overview and special events
<p>Physical -</p> <ul style="list-style-type: none"> <li>- I will be learning to communicate my needs for the potty or toilet</li> <li>- I will be learning how to hold my pen with a tripod grip</li> <li>- I will be learning to use some one hands tools such as scissors safely</li> <li>- I will be playing more throwing, catching and kicking ball games</li> <li>- I will be learning to feed myself more independently using a spoon or fork</li> </ul>	<p>PSED -</p> <ul style="list-style-type: none"> <li>- I will be continuing to build new bonds and friendships in my new room</li> <li>- I will be learning about the different feelings and emotions</li> <li>- I will be learning how to comfort my peers and others around me when needed</li> <li>- I will be learning to self distract when upset</li> </ul>	<p>Communication and Language -</p> <ul style="list-style-type: none"> <li>- I will be listening to and guessing what familiar sounds I can hear</li> <li>- I will be beginning to use word endings and simple sentences</li> <li>- I will be beginning to try and retell simple past events to peers and teachers at nursery</li> <li>- I will be learning to identify different action words</li> <li>- I will be beginning to understand the use of some objects</li> </ul>	<p>This month in creators we will be learning about the different feelings and emotions of ourselves and those around us.</p> <p>Special events -</p> <ul style="list-style-type: none"> <li>World Book Day</li> <li>Mother's Day</li> <li>St Patrick's Day</li> <li>Red Nose Day</li> </ul>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy -</p> <ul style="list-style-type: none"> <li>- I will be reading books about our feelings and emotions</li> <li>- I will be reading some of my favourite books and filling in missing words and phrases from them</li> <li>- I will be distinguishing between the different marks that I make</li> </ul>	<p>Mathematics -</p> <ul style="list-style-type: none"> <li>- I will be learning to recite numbers from 1-10 in sequence</li> <li>- I will be learning my shapes and colours</li> <li>- I will be categorising shapes</li> <li>- I will be learning to select a small number of objects from a group when asked</li> </ul>	<p>EAD -</p> <ul style="list-style-type: none"> <li>- I will be learning my colours to become more confident</li> <li>- I will be experimenting with different instruments and how they sound</li> <li>- I will be joining in singing favourite songs</li> <li>- I will be beginning to make believe by pretending</li> </ul>	<p>UTW</p> <ul style="list-style-type: none"> <li>- I will be beginning to play with more small world models</li> <li>- I will be learning basic technology skills on how to turn things on and off using a button / switch</li> <li>- I will be beginning to have my own friends</li> <li>- In pretend play I will be imitating everyday actions and events</li> </ul>

**Adventurers Room (Hayley)**

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p><b>PD</b></p> <ul style="list-style-type: none"> <li>* squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</li> <li>* moves freely and with pleasure and confidence in a range of ways</li> <li>* draws lines and circles using gross motor movements</li> <li>* uses one handed tools and equipment</li> <li>* holds pencil between thumb and two fingers no longer using whole hand grasp</li> </ul>	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>* Seeks out others to share experiences with</li> <li>* can play in a group</li> <li>* confident to talk to other children</li> <li>* shows understanding and cooperates with some boundaries and routines</li> </ul>	<p><b>C&amp;L</b></p> <ul style="list-style-type: none"> <li>* shows interest in play with sounds, songs and rhymes</li> <li>* joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>* identifies action words by pointing to the right picture</li> <li>* shows an understanding of pre positions such as "under", "on top", "behind" by carrying out an action or selecting a picture</li> </ul>	<p>Special events - Mother's Day Sunday 14th March</p> <p>Activities we will be doing - cutting, sticking, painting, drawing, ring games, music time, singing time, dancing.</p>
<b>Literacy</b>	<b>Mathematics</b>	<b>Expressive arts and design</b>	<b>Understanding the world</b>
<p><b>LIT</b></p> <ul style="list-style-type: none"> <li>* has some favourite stories, rhymes, songs, poems or jingles</li> <li>* fills in the missing word or phrase in a known rhyme, story or game</li> <li>* enjoys rhymes and rhythmic activities</li> <li>* shows awareness of rhyme and alliteration</li> <li>* recognise rhythm in spoken word</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>*selects a small number of objects from a group when asked</li> <li>* uses some language of quantities such as 'more' and 'a lot'</li> <li>* knows that numbers identify how many objects are in a set</li> <li>* sometimes matches numeral and quantity correctly</li> <li>* notices simple shapes and patterns in pictures</li> </ul>	<p><b>EAD</b></p> <ul style="list-style-type: none"> <li>* joins in signing favourite songs</li> <li>* enjoys joining in with dancing and ring games</li> <li>* explores and learns how sounds can be changed</li> <li>* creates movement in response to music</li> <li>* sings to self and makes up simple songs</li> <li>* makes up rhymes</li> <li>* captures experiences and responds with a range of media, such as music, and paint and other materials or words</li> </ul>	<p><b>UTW</b></p> <ul style="list-style-type: none"> <li>* recognise and describes special times or events for family or friends</li> <li>* talks about why things happen and how things work</li> <li>* knows how to operate simple equipment</li> <li>* remembers and talks about significant events in their own experience</li> </ul>

## Inventors Room (Cheyenne)

Physical	Personal, social, and emotional	Communication & language	Overview and special events
<p>Physical:</p> <ul style="list-style-type: none"> <li>• I will be able to hold a pencil between my thumbs and two fingers</li> <li>• I will imitate drawing simple shapes such as circles and squares</li> <li>• I will use one handed tools and equipment</li> <li>• I will be able to dress with help</li> <li>• I will be able to copy some letters with help</li> </ul>	<p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> <li>• I will be able to tolerate delay when my needs are not immediately met</li> <li>• I will be able to play in a group</li> <li>• I will be aware of my own feelings and know that some actions and words can hurt others</li> <li>• I will be able to adapt my behaviour to different events</li> <li>• I will begin to accept the needs of others</li> </ul>	<p>Communication and language:</p> <ul style="list-style-type: none"> <li>• I will be able to have single channelled attention</li> <li>• I will be able to have focusing attention</li> <li>• I will be able to build up my own vocabulary that reflects my experiences</li> <li>• I will be beginning to ask why and how questions</li> <li>• I will be able to identify action words by pointing to the right picture</li> </ul>	<p>This month our topic is fairytales, we will be having a fairytale theme throughout the month focusing on the children's favourite fairytale books at nursery and doing lots of fairytale themed Activities and art.</p> <p>Special events this month are:</p> <ul style="list-style-type: none"> <li>• St David's day 1st</li> <li>• world book day 4th</li> <li>• Mother's Day 14th</li> <li>• St Patrick's day 17th.</li> </ul> <p>Some art we will be making for our special events are daffodils for at David's day and shamrocks for st Patrick's day.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• I will be able to describe the main story settings, events and principle characters of stories</li> <li>• I will sometimes give meaning to marks that I see in different places</li> <li>• I will be able to recognise rhythms in spoken words</li> <li>• I will be able to listen to stories with increasing attention and recall</li> </ul>	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>• I will realise that not only objects but anything can be counted</li> <li>• I will be able to compare 2 groups of objects with the same number</li> <li>• I will show interest in shapes in the environment</li> <li>• I will be beginning to represent numbers using finger and marks on paper</li> </ul>	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> <li>• I will enjoy joining in with dancing and ring games</li> <li>• I will create movements in response to music</li> <li>• I will be able to use various construction materials</li> <li>• I will begin to construct, stacking vertically and horizontally, making enclosures and creating spaces</li> </ul>	<p>Understanding the world:</p> <ul style="list-style-type: none"> <li>• I will remember and talk about significant events in my own experiences</li> <li>• I will recognise and describes special times and events with family and friends</li> <li>• I will know how to operate simple equipment-technology</li> <li>• I will be able to talk about things I have observed in my environment</li> </ul>

### Investigators Room (Anju)

<b>Physical</b>	<b>Personal, social and emotional</b>	<b>Communication and language</b>	<b>Overview and special events</b>
<p>Physical:</p> <ul style="list-style-type: none"> <li>-Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, etc.</li> <li>-Observes the effects of activities on their bodies.</li> </ul>	<p>Personal, social and emotional:</p> <ul style="list-style-type: none"> <li>-Can describe self in positive terms and talk about abilities.</li> <li>-Begins to accept the needs of others and take turns and share resources, sometimes with support from others.</li> <li>-Takes steps to resolve conflicts with other children (e.g: Finding a compromise)</li> </ul>	<p>Communication and language:</p> <ul style="list-style-type: none"> <li>-Two-channelled attention - can listen and do for short span.</li> <li>-Beginning to understand 'why' and 'how' questions (e.g: Why drink water after garden time?)</li> <li>-Questions why things happen and gives explanations (e.g: Who, what, when, how)</li> </ul>	<p>Parts Of The Body</p> <p>Special events:</p> <ul style="list-style-type: none"> <li>-Book Day</li> <li>-St Patrick's Day</li> <li>-Start of spring (Day light saving)</li> </ul>
<p><b>Literacy</b></p>	<p><b>Mathematics</b></p>	<p><b>Expressive arts and design</b></p>	<p><b>Understanding the world</b></p>
<p>Literacy:</p> <ul style="list-style-type: none"> <li>-Describes main story settings and events (Resting and Sleeping Book)</li> <li>-Links sounds to letters and saying the letter names.</li> </ul>	<p>Mathematics:</p> <ul style="list-style-type: none"> <li>-Compares two groups of objects, saying when they have the same number.</li> <li>-Shows awareness of similarities of shapes in the environment.</li> </ul>	<p>Expressive arts and design:</p> <ul style="list-style-type: none"> <li>-Begins to build a repertoire of songs and dances.</li> <li>-Creates movement in response to music.</li> </ul>	<p>Understanding the world:</p> <ul style="list-style-type: none"> <li>-Shows interest in the lives of Poole who are familiar to them.</li> <li>-Shows care and concern for living things and the environment.</li> <li>-Knows that information can be retrieved from computers (completes a simple program on a computer).</li> </ul>