

# Aspire Day Nursery Newsletter



February 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 – Mandarin

Our policy this month is British values

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

## Covid rapid testing - for nursery families

If you are a family member or in a support bubble for someone with a child at nursery, 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>

Just a few reminders, **masks are still a requirement by the nursery** when coming in to collect and drop off your children, we ask that you follow this for to ensure the best protection for all those on site.



## Covid

Please can you inform the nursery management team if a member of the family has covid. We are aware the rules have changed and whilst we can still go about our everyday lives, we have children, parents and staff who are high risk and not vaccinated for various reasons. If we are aware there is a potential child coming with covid in the household, we can let high risk families know and move staff to work in different rooms until the risk level drops. We would ask you to also lateral flow before each time coming to nursery to lower the risk.

## New learning and development managers

I wanted to write to you all today to give you an update on our new learning and development deputies that joined the team at the beginning of January.

They have been spending the last few weeks getting to know the staff and spending time in the rooms. They are both highly experienced managers who have come from similar nurseries and similar roles.

We are extremely lucky to have found them as staffing in the early years sector is becoming increasingly difficult and there are national shortages on staffing and qualified staff.

Their roles within the nursery will be very much to support the room leaders and their team and ensuring the development within the room is constantly moving forward and that we are providing the highest quality of care and education to all our children.

Manna and Lauren will be focusing on 4 rooms each and will also be overseeing any SEND children within the room as well.

They will also be overseeing our apprentices to ensure that we are supporting them to grow into high-quality practitioners.

We envisage that they will swap rooms in 6 months-time in order to keep things fresh and constantly moving forward.

I hope you'll join me in welcoming them both to our team.

For your knowledge Manna will be overseeing:

Discoverers, imaginers, adventurers and investigators

Lauren will be overseeing:

Explorers, pioneers, creators and inventors.

Hayley is still very much a deputy manager, helping to oversee the admin side of the nursery, and ensuring quality is over the whole nursery as well.

## Fee increase reminder

Just a quick reminder that fees are due today – 25<sup>th</sup> January, please ensure you pay the correct amount following the increase, please top up if you have not done so, as this will save a great deal of extra admin. Incorrect and late fees will result in a £50 admin fee as in the terms and conditions.

**Please also ensure all fees are paid into the correct account HSBC: Mrs Zahida Khan t/a Aspire day nursery, account 12174189, sort 40 26 12 – please note this is a different account to the deposit account.**

### Under 3's – January 2022 to December 2022

Number of days	Daily 2022	2022
5	£85	£1806.25
4	£88	£1496
3	£88	£1122
2	£88	£748
1	£88	£374

### Over 3's – January 2022 to December 2022

Number of days	Daily 2022	2022
5	£82	£1742.50
4	£82	£1394
3	£82	£1045.50
2	£82	£697
1	£82	£348.50

### Over 3's entitled to funding - Up to 15 hours funding January 2022 to December 2022

Number of days	2022 fees monthly payable	<u>Amount</u> of funded hours a week <b>Universal</b>
5	£1489.80	15
4	£1141.30	15
3	£792.80	15
2	£494.84	12
1	£180.03	10

### Over 3's entitled to funding - Up to 30 hours funding January 2022 to December 2022

Number of days	2022 fees monthly payable	<u>Amount</u> of funded hours a week <b>Extended</b>
5	£1237.10	30
4	£888.60	30
3	£540.10	30
2	360.07	20
1	180.03	10

**Funding starts from the term after they turn 3 years old**

## 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.

If you would like a copy of the children's learning journal from blossom, please email us or you can screen shot or download the photos on the app directly

<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](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](mailto:info@aspirenursery.co.uk), emails are mainly manned from 8.30 to 4.30pm.

If you need to get hold of me directly, you can email me on [manager@aspirenursery.co.uk](mailto: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.



### Sensory play week

In line with Chinese New Year next week, we are organising a sensory/messy play week Monday 31<sup>st</sup> January to Friday 4<sup>th</sup> February.

We will have lots of fun and messy activities so please **do not** dress the children in **new** clothes, as I am sure they may come out decorated....

On Tuesday 1<sup>st</sup> February we will be having a special Chinese lunch

On Wednesday 2<sup>nd</sup> February we will be making gold coins

On Thursday 3<sup>rd</sup> February everyone is invited to wear RED

On Friday 4<sup>th</sup> February – tiger face painting

If you have any of the following please send in:

Any Chinese theme decorations or red you may have

Paper plates

Red ribbon

Red cloth

Toilet and kitchen rolls

### PJ day

On Friday 28<sup>th</sup> January (this week) its officially "fun at work day," therefore we feel it is only fit to wear PJs. Of course, we cannot exclude the children in this! So, everyone is invited to wear a onesie or PJs for the day!



## 30-hour funding

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

### 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 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.

### 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.

## Policy of the month

### **9.5 British values and Prevent Duty**

#### **Policy statement**

We actively promote inclusion, equality of opportunity, the valuing of diversity and British values.

Under the Equality Act 2010, which underpins standards of behaviour and incorporates both British and universal values, we have a legal obligation not too directly or indirectly discriminate against, harass or victimise those with protected characteristics. We make reasonable adjustments to

procedures, criteria and practices to ensure that those with protected characteristics are not at a

substantial disadvantage. As we are in receipt of public funding we also have a public sector equality

duty to eliminate unlawful discrimination, advance equality of opportunity, foster good relations and publish information to show compliance with the duty.

Social and emotional development is shaped by early experiences and relationships and incorporates elements of equality and British and universal values. The Early Years Foundation Stage (EYFS) supports children's earliest skills so that they can become social citizens in an age-appropriate way, that is, so that they are able to listen and attend to instructions; know the difference between right and wrong; recognise similarities and differences between themselves and others; make and maintain friendships; develop empathy and consideration of other people; take turns in play and conversation; avoid risk and take notice of rules and boundaries; learn not to hurt/upset other people with words and actions; understand the consequences of hurtful/discriminatory behaviour.

## **Procedures**

### *British Values*

The fundamental British values of *democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs* are already implicitly embedded in the 2014 EYFS and are further clarified below, based on the *Fundamental British Values in the Early Years* guidance (Foundation Years 2015):

- *Democracy*, or making decisions together (through the prime area of Personal, Social and Emotional Development)
  - As part of the focus on self-confidence and self-awareness, practitioners encourage children to see their role in the bigger picture, encouraging them to know that their views count, to value each other's views and values, and talk about their feelings, for example, recognising when they do or do not need help.
  - Practitioners support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children are given opportunities to develop enquiring minds in an atmosphere where questions are valued.
- *Rule of law*, or understanding that rules matter (through the prime area of Personal, Social and Emotional Development)
  - Practitioners ensure that children understand their own and others' behaviour and its consequence.
  - Practitioners collaborate with children to create rules and the codes of behaviour, for example, the rules about tidying up, and ensure that all children understand rules apply to everyone.
- *Individual liberty*, or freedom for all (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Children should develop a positive sense of themselves. Staff provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
  - Practitioners encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example discussing in a small group what they feel about transferring into School.

- *Mutual respect and tolerance*, or treating others as you want to be treated (through the prime areas of Personal, Social and Emotional Development, and Understanding the World)
  - Practitioners create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.
  - Children should acquire tolerance, appreciation and respect for their own and other cultures; know about similarities and differences between themselves and others, and among families, faiths, communities, cultures and traditions.
  - Practitioners encourage and explain the importance of tolerant behaviours, such as sharing and respecting other's opinions.
  - Practitioners promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural or racial stereotyping.
- *In our setting it is not acceptable to:*
  - actively promote intolerance of other faiths, cultures and races
  - fail to challenge gender stereotypes and routinely segregate girls and boys
  - isolate children from their wider community
  - fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

### *Prevent Strategy*

Under the Counter-Terrorism and Security Act 2015 we also have a duty *"to have due regard to the need to prevent people from being drawn into terrorism"*

We protect children from the risk of radicalisation and is seen as part of the nursery's wider safeguarding duties, and is similar in nature to protecting children from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We also build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. We emphasise that the Prevent duty is not intended to stop pupils debating controversial issues.

For early year's childcare providers, the statutory framework for the Early Years Foundation Stage sets standards for learning, development and care for children from 0-5, thereby assisting their personal, social and emotional development and understanding of the world.

# Explorers Room (Amy)

Planning

Room

Explorers

Month

Feb

Theme

5 Little ducks

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>• Begins to belly crawl.</li> <li>• enjoys finger rhymes and games.</li> <li>• Sits upright unsupported leaving their hands free.</li> <li>• Begin to self sooth</li> </ul>	<p><b>Personal, social and emotional</b></p> <ul style="list-style-type: none"> <li>• Shows readiness to be social using sensory abilities. - follow movement made by others.</li> <li>• Builds relationship with a special person</li> </ul> <p><u>Activity:</u> Give all new key children 1 on 1 time.</p>	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>• Reacts in interaction with others by smiling, looking and moving.</li> <li>• moves whole body to sounds they enjoy.</li> </ul> <p><u>Activity:</u> play 5 little ducks on iPad - encourage movement.</p>	<p><b>Special events</b></p> <p><u>Valentines day</u></p> <ul style="list-style-type: none"> <li>- <u>Activities:</u> red and pink love heart printing.</li> <li>- pink sensory tray</li> <li>- red playdough (explore texture)</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• As part of sensory exploration may touch or handle books.</li> <li>• is interested in and explores the sounds made by banging objects and instruments.</li> </ul> <p><u>Activity:</u> use musical instruments to sing rhymes.</p>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Spatial awareness - Explores the space around them when they are free to move.</li> <li>• Shows interest in patterned songs and rhymes</li> </ul> <p><u>Activity:</u> 5 little ducks with water &amp; props.</p>	<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>• experiments with a range of media - tools, materials, sound and whole body movement through multi-sensory play.</li> </ul> <p><u>Activity:</u> Use sponges to print 5 little ducks.</p>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>• recognises key people in their own lives</li> <li>• moves eyes, then head to follow moving objects.</li> </ul>

Discoverers Room (Michelle)

Planning

Room Discoverers Month February Theme Under the sea.

Physical	Personal, social and emotional	Communication and language	Special events
<ul style="list-style-type: none"> <li>• Clap and stamp to music</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Find ways to calm themselves through being calmed and comforted by their key person.</li> <li>• Grow in independence rejecting help. ("me do it").</li> <li>• Feel confident when taken out around local neighbourhood</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly babble and use single words during play</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Listen and respond to a simple instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Valentines day.</li> <li>• Chinese new year 1<sup>st</sup> feb Year of Tiger.</li> </ul>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult.</li> <li>• Copy finger movements and other gestures.</li> <li>• Enjoy drawing freely.</li> </ul>	<ul style="list-style-type: none"> <li>• Build with a range of resources</li> <li>• Complete inset puzzles</li> <li>• Combine objects like stacking blocks &amp; cups. Put objects inside others &amp; take them out again.</li> </ul>	<ul style="list-style-type: none"> <li>• Move and dance to music.</li> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting &amp; on trips.</li> <li>• Explore materials with different properties.</li> </ul>



Imaginers Room (Oriana)

Planning Room Imaginers Month Feb Theme Under the sea

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>*Sits unsupported on the floor, leaving hands free to manipulate objects</li> <li>*Manipulates objects using hands singly and together, such as squeezing water out of a sponge</li> </ul>	<p><b>Personal, social and emotional</b></p> <ul style="list-style-type: none"> <li>* Builds relationships with special people</li> <li>* Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations</li> </ul>	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>* Understanding of single words in context is developing eg. cup, milk, daddy</li> <li>* Responds to simple questions when in familiar context with special person</li> </ul>	<p><b>Special events</b></p> <ul style="list-style-type: none"> <li>* Chinese New Year</li> <li>* Valentines Day</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>* Handles books, printed and digital material with interest</li> <li>* Interested in and explores the sounds made by banging and tapping familiar objects and simple instruments</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>* Looks for things which have moved out of sight</li> <li>* Shows an interest in emptying containers</li> </ul>	<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>* Experiments with a range of media - tools, materials, sound and whole body movement through multi-sensory exploration</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>* starts to realise they influence people eg. As they laugh and smile so do the people they are with</li> <li>* Recognises key people in their own lives</li> </ul>

Pioneers Room (Marta)

Planning Room Pioneers Month February Theme Jungle Animals

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>* Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need</li> <li>* Develops own likes and dislikes in food and drink, willing to try new food textures and tastes</li> </ul>	<p><b>Personal, social and emotional</b></p> <ul style="list-style-type: none"> <li>* Is aware of an interest in their own and others physical characteristics, pointing to and naming features such as noses, hair and eyes</li> <li>* Enjoys playing alone and alongside others and is also interested in being together and playing with other children</li> </ul>	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>* Selects familiar objects by name and will go and find objects when asked or identify objects from a group</li> <li>* Uses gesture sometimes with limited talk, e.g. reaches towards toy, saying 'Want it.'</li> </ul>	<p><b>Special events</b></p> <ul style="list-style-type: none"> <li>- Valentine's Day</li> <li>- Chinese New Year</li> <li>Year of Tiger</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>* Begins to understand the cause and effect of their actions in mark making</li> <li>* Begins to join in with actions and sounds in familiar songs and book sharing experience</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>* Becomes familiar with patterns in daily routines</li> <li>* Beginning to arrange items in their own patterns, e.g. lining up toys</li> </ul>	<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>* Mirrors and improvises actions they have observed e.g. clapping or waving</li> <li>* Creates sound effects and movements, e.g. creates the sound of a car, animals</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>* Is cautious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</li> <li>* Is interested in photographs of themselves and other familiar people and objects</li> </ul>

Creators Room (Ilina)

<p>Physical</p> <ul style="list-style-type: none"> <li>- I will be using gestures and body language to convey my needs and interests.</li> <li>- I will be feeding myself with my fork and drinking from my cup without spilling</li> <li>- I will be participating in finger and action rhymes</li> </ul>	<p>Personal, social and emotional</p> <ul style="list-style-type: none"> <li>- I will be learning to show empathy by offering comfort to my friends.</li> <li>- I will begin to show my self through showing my likes and dislikes, choices and decisions.</li> <li>- I will become aware of others feelings</li> </ul>	<p>Communication and language</p> <ul style="list-style-type: none"> <li>- I will be listening to stories that show experiences of a range of emotions</li> <li>- I will be able to follow routine events and activities</li> <li>- I will begin to talk about people and things that are not present</li> </ul>	<p>Special events</p> <ul style="list-style-type: none"> <li>- Valentines Day 14th</li> <li>- 1st Feb Chinese New Year</li> </ul>
<p>Literacy</p> <ul style="list-style-type: none"> <li>- I will be learning new songs about emotions</li> <li>- I will begin to understand the cause and effect of my actions in mark</li> <li>- I will understand that the marks I make are of value</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>- I will begin investigating how I can fit myself inside spaces</li> <li>- I will be using blocks to create structures and arrangements</li> <li>- I will explore capacity by selecting, filling and emptying containers</li> </ul>	<p>Expressive arts and design</p> <ul style="list-style-type: none"> <li>- I will be exploring and experimenting with a range of media and movement through multi sensory exploration.</li> <li>- I will learn how to pretend that one object represents another through role play</li> </ul>	<p>Understanding the world</p> <ul style="list-style-type: none"> <li>- I will be looking at stories about people, animals and objects I am familiar with</li> <li>- I will be exploring objects by linking together different approaches</li> <li>- I will be playing with toys that have flaps, buttons and mechanisms</li> </ul>

## Adventurers Room (tbc)

Planning Room Adventurers Month February Theme The Ginger bread man.

Physical	Personal, social and emotional	Communication and language	Special events
<ul style="list-style-type: none"> <li>• Running races - who is the fastest</li> <li>• The Gingerbread man hunt - who can find him first?</li> <li>• The Gingerbread man words + pictures - using different materials to trace/draw/write words and draw pictures</li> <li>• Building boats + bridges out of different materials to see if they float or sink and help the gingerbread man across the water.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the gingerbread man story - how did the gingerbread man feel? why did he keep running? How did the farmer and his wife feel?</li> <li>• Gingerbread man playdough faces - making different facial emotions with playdough.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the gingerbread man - Talk about what happens in the story</li> <li>• Small world gingerbread man set - children to retell the story as they play/change the story/make up their own.</li> <li>• Flash Cards relating to the story to play at circle time.</li> </ul>	<p style="text-align: center;">Valentines Day - Monday 14<sup>th</sup> Feb. </p> <p style="text-align: center;">Chinese New Year - Tuesday 1<sup>st</sup> Feb.</p>
<p>Literacy</p> <ul style="list-style-type: none"> <li>• Free drawing - children to give meaning to their marks/drawing</li> <li>• Reading the gingerbread man story</li> <li>• Story bag to get the children involved</li> <li>• Draw a 'lost' poster for the gingerbread man</li> <li>• Using different <del>words</del> materials to write words in.</li> </ul>	<p>Mathematics</p> <ul style="list-style-type: none"> <li>• Gingerbread man number matching</li> <li>• Gingerbread man counting/number and quantity matching</li> <li>• Gingerbread man button counting</li> <li>• Gingerbread man bingo</li> <li>• Compare sizes of gingerbread men - using gesture and language - 'bigger/little/smaller/taller'.</li> </ul>	<p>Expressive arts and design</p> <ul style="list-style-type: none"> <li>• Colouring in pictures of the characters in the story</li> <li>• Make gingerbread men out of playdough</li> <li>• Taking part in the story - story bag, pretending to run ect.</li> <li>• Make a gingerbread man trap out of different materials - Junk modeling.</li> </ul>	<p>Understanding the world</p> <ul style="list-style-type: none"> <li>• Make streams using different materials in the water tray</li> <li>• Do an animal hunt for all the different animals in the story - talk about each one.</li> <li>• Set up a water tray - ask the children what they think will happen if the gingerbread man fell in the water.</li> </ul>

## Inventors Room (Cheyenne)

Planning Room Inventors Month February Theme understanding emotions and Acts of kindness.

<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>* I will be able to develop my Communication.</li> <li>* I will be able to express a point of view and to debate when I disagree.</li> <li>* I will know many rhymes, be able to talk about familiar books.</li> </ul>	<p><b>Personal, social and emotional</b></p> <ul style="list-style-type: none"> <li>* I will be able to talk about my feelings.</li> <li>* I will be able to talk with others to solve conflicts.</li> <li>* I will increasingly follow rules, understanding why they are important.</li> </ul>	<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>* I will skip, hop, stand on one leg and hold for a pose for a game like musical statues.</li> <li>* I will choose the right resources to carry out my plan.</li> <li>* I will use one-handed tools and equipment e.g. scissors.</li> </ul>	<p><b>Special events</b></p> <p>1<sup>st</sup> February - Chinese New Year</p> <p>14<sup>th</sup> February - Valentines Day</p>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>* I will engage in extended conversations about stories.</li> <li>* I will be able to write some letters.</li> <li>* I will understand the 5 concepts of Print.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>* Talk about 2D and 3D shapes.</li> <li>* I will be able to show 'finger numbers' up to 5.</li> <li>* I will talk about patterns around me.</li> </ul>	<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>* I will take part in simple pretend play.</li> <li>* I will begin to explore different materials</li> <li>* I will be able to draw</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>* I will know that there are different countries in the world.</li> <li>* I will continue to develop positive attitudes about the differences between people.</li> </ul>

# Investigators Room (Anju)

Planning

Room

~~Investigators~~

Month

February

Theme

Fairy Tales

<p><b>Physical</b></p> <ul style="list-style-type: none"> <li>- I Will be able to travel with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>- I Will be able to mirror playful movements of another adult and child.</li> <li>- I will learn how to describe the physical changes of the body when feeling unwell, anxious, tired, angry, sad etc.</li> </ul>	<p><b>Personal, social and emotional</b></p> <ul style="list-style-type: none"> <li>- I Will be starting to develop particular friendships with other children.</li> <li>- I Will learn to show confidence and self esteem through being outgoing towards people and trying out new things.</li> <li>- I Will be talking about how others might be feeling and respond to what they may need or want.</li> </ul>	<p><b>Communication and language</b></p> <ul style="list-style-type: none"> <li>- I Will be listening to fairy tale books with increasing attention and recall</li> <li>- I Will be learning to understand 'why' and 'how' questions. eg- Why does that happen?</li> <li>- I Will be using talk to pretend that objects stand for something else throughout role play.</li> </ul>	<p><b>Special events</b></p> <ul style="list-style-type: none"> <li>- Chinese new year</li> <li>- Valentines Day</li> </ul>
<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>- I Will be learning and reading lots of fairy tales and will be able to describe the main story settings, events and principles characters in detail.</li> <li>- I Will be making up stories, play scenarios and drawings in response to the fairy tales I have read.</li> <li>- I Will be able to recall and discuss stories or information that has been read to them.</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Through my play and exploration I will begin to learn that numbers are made up of smaller numbers</li> <li>- I Will begin to recognise that each counting number is one more than one before.</li> <li>- I Will be attempting to create arches and enclosure using trial and improvement to select blocks.</li> </ul>	<p><b>Expressive arts and design</b></p> <ul style="list-style-type: none"> <li>- I Will be joining in with moving, dancing and ring games, all themed around our fairy tales.</li> <li>- I Will be experimenting and creating movement in response to music, stories and ideas.</li> <li>- I Will start introducing a storyline, narrative into my play</li> </ul>	<p><b>Understanding the world</b></p> <ul style="list-style-type: none"> <li>- I Will be able to talk about why things happen and how they work</li> <li>- Whilst watching a range of fairy tales I will learn how to operate equipment eg - the turns on a cb player with a remote.</li> <li>- I Will be able to talk about similarities, differences, patterns and changes in nature</li> </ul>