

Aspire Day Nursery Newsletter



May 2021

Manager - Christine Moxon
Deputy Manager - Hayley Hooper

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

LANGUAGE OF THE MONTH – French

Our policy this month is Privacy notice

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

Chicken pox

We have received confirmation that a child in Imaginers has chicken pox, please be on the look out for signs and follow the link for more information. <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/chickenpox>

Exciting event

Our superhero veg is planning a week of fun at the end of May (24th to 28th). We will be focusing as a nursery on healthy living and this will include lots of fun around eating vegetables and gaining special superpowers. More information is to follow; however, we would love for as many children to wear superhero outfits or capes that week every day to join in the fun. You can make your own outfits or decorate a old bedsheet for a cape if you want to.

If you have any resources that could help us promote superhero veg, we would love to borrow it!



Termly checks:

All parents should have received a termly check, if you haven't please highlight this to management or the room leader. The termly checks are done to give you an overview on how your child is developing. If you have anything you would like to discuss, please speak to your child's key person.

In July Michelle from Discoverers will be taking part in the One Million Step Challenge, raising money for Diabetes. Please click link below if you would like to donate and support Michelle

Good luck from us all!

<https://step.diabetes.org.uk/fundraising/michelle-west2021#share-page>

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>

CULTURAL CAPITAL FOR EYFS

Cultural capital in early years comes with its own set of rules and interpretations.

Whilst the general idea is still the same, of course implementing a certain level and quality of curriculum for children under five is bound to look quite different.

Ofsted outlines its expectations for EYFS setting by saying:

- Children are starting EYFS with a range of gaps in their skills and knowledge
- Ofsted wants to see that schools are fully aware of these gaps and have carefully considered what learning opportunities and experiences their curriculum needs to include to support all children to achieve.

Ofsted's Deputy Director for Early Years Education, Gill Jones, said: "Inspectors will consider how well an early years setting uses the EYFS curriculum to enhance the experience and opportunities available to children, so that they gain the essential knowledge that they need to prepare for future success."

By using their knowledge of the children to plan activities and learning opportunities across the EYFS curriculum carefully, and being prepared to share this information, this will support teachers' discussions with inspectors.



According to the **Early Years Alliance**, there is "[no need to over-think cultural capital](#) – it is the exciting and stimulating activities that you do with children every day".

These may include:

- finding books on a child's favourite topic
- creating role-play activities that further their interest in a particular idea
- taking trips to the park
- or organising visits from community figures such as the police.

What is important is that teachers feel confident explaining why they have chosen a particular activity and how it will benefit the child's learning and development.

In an early years setting, cultural capital means that each child arrives with a number of experiences and ideas based on their own personal circumstances.

Michael Freeston, Quality and Standards Director at the Early Years Alliance, also talks about the importance of supporting children's personal and social development. In an early years setting, 'cultural capital' means that each child arrives with a number of experiences and ideas based on their own personal circumstances.

"Explaining how you improve cultural capital can be considered similar to demonstrating how your setting 'promotes British values'," he says.

"We soon came to realise that if we were supporting children's personal, social and emotional development then we were in effect promoting British values."

As a nursery, we have a wide range of activities and learning opportunities on offer for the children, from going to fishponds on adventure sessions to Spanish and French language classes, to music and sports classes. Children also daily have stories read to them, exposed to arts and crafts, social interactions etc.

If there is anything in particular you feel would help enrich your child's childhood, that is possible we can include at nursery, please do highlight this to us. It could be anything to struggling to read to your child, taking them to parks, exposing them to a variety of music, or simply being able to play with friends, as this is something as we all know has not been possible outside of the nursery setting currently. The staff may ask you, so please do have a think if there is a particular cultural capital your child has missed out on recently or its just simply something that you cannot provide - for example hearing foreign languages.

30-hour funding

If your child is born between **1st April and 31st August 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:

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, insect 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.

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

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

10.1b Privacy notice

Aspire Day Nursery's Privacy Notice

Aspire Day Nursery, 1a Howard Road, Surbiton, KT5 8SA

02082419661

info@aspirenursery.co.uk

Data protection officer – Zahida Khan

Introduction

We are committed to ensuring that any personal data we hold about you and your child is protected in accordance with data protection laws and is used in line with your expectations.

This privacy notice explains what personal data we collect, why we collect it, how we use it and how we protect it.

What personal data do we collect?

We collect personal data about you and your child to provide care and learning that is tailored to meet your child's individual needs. We also collect information in order to verify your eligibility for funded childcare as applicable.

Personal details that we collect about your child include:

- your child's name, date of birth, address, health and medical needs, development needs, and any special educational needs, proof of date of birth (passport or birth certificate), religious and cultural backgrounds, place of birth.

Where applicable we will obtain child protection plans from social care and health care plans from health professionals.

We will also ask for information about who has parental responsibility for your child and any court orders pertaining to your child.

Personal details that we collect about you include:

- your name, home and work address, phone numbers, emergency contact details, and family details, email addresses.

This information will be collected from you directly in the registration form (on application) and medical form you complete (once started).

If you apply for up to 30 hours funded childcare, we will also collect:

- your national insurance number or unique taxpayer reference (UTR), if you're self-employed. We may also collect information regarding benefits and family credits that you are in receipt of.

Why we collect this information and the legal basis for handling your data

We use personal data about you and your child in order to provide childcare services and fulfil the contractual arrangement you have entered into. This includes using your data to:

- contact you in case of an emergency
- to support your child's wellbeing and development
- to manage any special educational, health or medical needs of your child whilst at our setting
- to carry out regular assessment of your child's progress and to identify any areas of concern
- to maintain contact with you about your child's progress and respond to any questions you may have
- to process your claim for up to 30 hours funded childcare (only where applicable)
- to keep you updated with information about our service

With your consent, we will also record your child's activities for their individual learning record. This may include photographs and videos. You will have the opportunity to withdraw your consent at any time, for images taken by confirming so in writing.

We have a legal obligation to process safeguarding related data about your child should we have concerns about their welfare. We also have a legal obligation to transfer records and certain information about your child to the school that your child will be attending (see *Transfer of Records* policy).

Who we share your data with:

In order for us to deliver childcare services we will also share your data as required with the following categories of recipients:

- Ofsted – during an inspection or following a complaint about our service
- the Local Authority (where you claim up to 30 hours funded childcare as applicable)
- the government's eligibility checker (as above)
- our insurance underwriter (if applicable)
- our setting software management provider (if applicable)
- the school that your child will be attending

We will also share your data if:

- we are legally required to do so, for example, by law, by a court or the Charity Commission.
- to enforce or apply the terms and conditions of your contract with us.
- to protect your child and other children; for example, by sharing information with social care or the police.
- it is necessary to protect our rights, property or safety
- We transfer the management of the setting; in which case we may disclose your personal data to the prospective buyer so they may continue the service in the same way.

We will never share your data with any other organisation to use for their own purposes

How do we protect your data?

We protect unauthorised access to your personal data and prevent it from being lost, accidentally destroyed, misused, or disclosed by:

Storing it the office which is locked daily, online (password protected), laptop (password protected), medical consent forms are stored in rooms and taken on trips to ensure we have your contact details in case of an emergency, registers are stored in rooms for easy access to sign children in and out and in the event of a fire or emergency evacuation can be taken with staff members.

How long do we retain your data?

We retain your child's personal data until a child turns 25 years of age, as this contains medication records and accident records which according to legal requirements are needed to be kept. Your

child's learning and development records are maintained by us and handed to you when your child leaves, and are kept online until our .

In some instances (child protection, or other support service referrals) we are obliged to keep your data for longer if it is necessary to comply with legal requirements (see our Children's and Provider Records policies).

Automated decision-making

We do not make any decisions about your child based solely on automated decision-making.

Your rights with respect to your data

You have the right to:

- request access, amend or correct your/your child's personal data
- request that we delete or stop processing your/your child's personal data, for example where the data is no longer necessary for the purposes of processing; and
- request that we transfer your, and your child's personal data to another person

If you wish to exercise any of these rights at any time or if you have any questions, comments or concerns about this privacy notice, or how we handle your data please contact us. If you have continue to have concerns about the way your data is handled and remain dissatisfied after raising your concern with us], you have the right to complain to the Information Commissioner Office (ICO). The ICO can be contacted at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire, SK9 5AF or ico.org.uk/

Changes to this notice

We keep this notice under regular review. You will be notified of any changes where appropriate.

Explorers Room (Lauren)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> - Crawls, bottom shuffles or rolls continuously to move around. - Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. - Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. - Picks up small objects between thumb and fingers. - Enjoys the sensory experience of making marks in damp sand, paste or paint. 	<ul style="list-style-type: none"> - Builds relationships with special people. - Is wary of unfamiliar people. - Interacts with others and explores new situations when supported by familiar person. - Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. 	<ul style="list-style-type: none"> - Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). - Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'. - Uses single words. - Frequently imitates words and sounds. - Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye). 	<p>This month in baby room we will be exploring under the sea to learn about sea creatures. We will plan activities to provide the children with opportunities to learn through play such as sea life small world, water and sand play, listening to under water sounds and making our own creatures. We will also be having a fun pirate day at nursery by having a pirate party on Thursday 20.05.2021. Please feel free to join us by dressing up as a pirate.</p> <p>We will also be focusing on welcoming new children to the room to help build strong bonds with staff and friends.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> - Handles books and printed material with interest. 	<ul style="list-style-type: none"> - Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. - Has some understanding that things exist, even when out of sight. 	<ul style="list-style-type: none"> - Begins to move to music, listen to or join in rhymes or songs. - Notices and is interested in the effects of making movements which leave marks. - Explores and experiments with a range of media through sensory exploration, and using whole body. 	<ul style="list-style-type: none"> - Closely observes what animals, people and vehicles do. - Watches toy being hidden and tries to find it. - Looks for dropped objects.

Discoverers Room (Hana)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>Enjoys sensory experience of making marks in damp sand,paste or paint.(8-20)</p> <p>Attempts to use a spoon (8-20)</p> <p>Holds pen/crayon using whole hand grip to make marks (8-20)</p>	<p>Builds relationships with special people (8-20)</p> <p>Shows interest in activities of others (8-20)</p> <p>Growing ability to soothe self may like a comforter (8-20)</p>	<p>Had a strong exploratory impulse (8-20)</p> <p>Uses single words (8-20)</p> <p>Enjoys babbling using sounds and words (8-20)</p> <p>Moves to music or regular beat (8-20)</p>	<p>This month in discoverers our theme will be Under the Sea. We will be doing a variety of activities around under the sea such as water play,playdough with under the sea creatures,arts and crafts for our display board as well as doing some baking to bring home. We now have a room pet fish we will be taking it in turns to feed it and look after it. We will be welcoming new children into the room. We will be exploring a under the sea sensory tray and will also be working on using our spoons at mealtimes.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>Interested in books and rhymes,may have a favourite (8-20)</p>	<p>Gets to know daily routines such as nappy,bed,mealtimes (8-20)</p>	<p>Explores/experiments with a range of media through sensory exploration (8-20)</p> <p>Moves body to sounds they enjoy such as music or a regular beat (8-20)</p>	<p>Closely observes what animals and people do (8-20)</p> <p>Knows things are used in different ways (8-20)</p> <p>Becomes absorbed in combining objects (8-20)</p>

Imaginers Room (Alannah)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> •making connections between movements and makes we make •show a desire in helping with dressing and undressing and hygiene routines 	<ul style="list-style-type: none"> •exploring new toys and environments but checks in regularly with a familiar adult if needed •playing alongside others •responding to a few appropriate boundaries with encouragement and support 	<ul style="list-style-type: none"> •enjoys rhymes and demonstrates this by trying to join in actions and vocals •understanding simple sentences •uses different types of everyday words •copies familiar expressions such as "oh no" 	<p>This month our theme is based on the book "we're going on a bear hunt", we will be going to forest school to re-create this book by going on walks through the grass, mud, forest and to the pond. We will also be doing lots of sensory and messy play activities around this such as: water play, mud play, shaving foam and grass, we will also be using small world people. We will be making lots of arts and crafts for the display board and to send home too which is always fun!</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> •interested in books and rhymes and may have favourites their own structures and arrangement 	<p>Mathematics:</p> <ul style="list-style-type: none"> •enjoys filling and emptying containers •knows things exist when out of sight •uses blocks to create 	<ul style="list-style-type: none"> •explores and experiments with a range of media through sensory exploration •imitates and improvises actions they have observed •expressing self through physical action and sound 	<ul style="list-style-type: none"> •explores objects by linking together different approaches •shows interest in toys with buttons, flaps and simple mechanisms

Pioneers Room (Olivia)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<p>I will be beginning to make connections between my movements and the marks that I make</p> <p>I will be practicing holding Mark making tools using a tripod grip</p> <p>I will be beginning to imitate drawing simple shapes</p> <p>I will be beginning to communicate wet or soiled nappies</p> <p>I will be beginning to help with my clothing more</p>	<p>I will be beginning to seek out others more to share experiences</p> <p>I will be learning to express my own preferences and interests</p> <p>I will be exploring new toys and environments but checking in regularly with familiar adults</p> <p>I will be learning to seek comfort from adults when needed</p>	<p>I will be learning about simple concepts</p> <p>I will be practicing good listening during circle and story time</p> <p>I will be beginning to ask questions</p> <p>I will be beginning to put two words together</p> <p>I will be learning to use simple sentences</p>	<p>This month in Pioneers our topic will be under the sea. We will be looking at and learning about all of the different sea creatures, we will be doing lots of sensory and water play activities based around our topic! We will also be beginning to fill our new art display board up with lots of artwork that the children have created.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<p>I will be singing and learning new Under the Sea songs and rhymes</p> <p>I will be beginning to fill in the missing words and phrases from my favourite stories</p> <p>I will be beginning to distinguish between the different marks that I make</p>	<p>I will be learning to categorise objects according to shape or size</p> <p>I will be experimenting with shapes and fitting them into spaces</p>	<p>I will be exploring different sounds by banging shaking tapping or blowing</p> <p>I will be experimenting with blocks colours and marks</p> <p>I will be beginning to Make Believe by pretending</p>	<p>I will be looking at my family photo and talking about my friends Families too</p> <p>I will be learning about similarities and differences between myself and others</p> <p>I will be experimenting with ICT equipment and how to work it</p>

Creators Room (Heidi)

Physical	Personal, social, and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> - I will be learning to hold writing tools using the tripod grip - I will be learning to draw simple shapes and lines - I will be learning to use one handed tools such as scissors and make snips in paper. -I will be learning what a potty/toilet is used for. 	<ul style="list-style-type: none"> -I will be learning to express my preferences and interests -I will be looking at different emotions and how we feel -I will be watching various 5 minute clips on mini-beasts. -I will be working together in small groups to help match 'bug pairs'. 	<ul style="list-style-type: none"> - I will be developing understanding of simple concepts (big/small) - I will be learning to use a variety of questions (who,what,where) - I will be learning to ask questions about insects - I will be learning new words rapidly and will be able to use them when communicating 	<p>This month creators are learning about mini-beasts!</p> <p>The children will be looking at a range of mini-beasts at nursery and woodlands adventures, looking at their features.</p> <p>Japanese children's day - 5th may</p> <p>Bee day - 20th may</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> - I will be learning to 'draw' different bugs - I will be reading a few books about insects - I will be learning new bug songs such as 'wiggly woo' and 'ant go marching in'. - I will be learning to differentiate between the different marks I make 	<ul style="list-style-type: none"> - I will be learning to count a selection of bugs from a group when asked - I will be learning and making comparisons between quantities. - I will be learning to categorise bugs by properties such as shape/size/length. - I will be learning my shapes and making bugs from them. 	<ul style="list-style-type: none"> - I will be making a variety of mini-beasts crafts and looking at the differences and similarities between them - I will be experimenting with blocks colours and marks - I will be learning to make believe by pretending 	<ul style="list-style-type: none"> - I will be going on a 'bug hunt' at woodlands adventures and using a checklist of what we found - I will play bug games on the iPad - I will be noticing detailed features in my environment - I will be learning about where insects/bugs live

Adventurers Room (Zoe)

Physical	Personal, social, and emotional	Communication and language	Overview and special events
We are going to learn how to use different art and cooking equipment safely with the help of our teachers. We are going to explore the Gruffalo book and practise taking care of books, we also are going to support each other to improve on our toileting skills.	We are going to make our self-confidence grow by helping and taking on small tasks to help the teachers. We will be matching emotions with face expressions for the Gruffalo story and offering peers to help bake a Gruffalo crumble (apple crumble).	We are going to expand our vocabulary by learning the body parts of a Gruffalo. We will arrange small groups to have discussions and give our opinions about the Gruffalo story and their characters.	World laughter day (3rd) National numeracy day (19th) World bee day (20th)
Literacy	Mathematics	Expressive arts and design	Understanding the world
We are going to learn how a story is structured and help fill in the missing words from the popular phrases from the book, Gruffalo. As we draw and make marks we are going to practise giving our drawings and marks a meaning.	We will be making our own Gruffalo's child puzzle, we will be looking at the different shapes and organising them in groups by size. We will practise counting objects in the correct order and using number language correctly when playing.	Once we have learnt the Gruffalo's body parts the teachers will support the children in making Gruffalo arts and crafts to take home. We will practise closing lines or using share to draw the Gruffalo's story characters.	We are going to compare similarities and differences between the characters in the Gruffalo story and what makes them unique. We have prepared a Gruffalo story tray for the children to explore and take on the roles of the characters by using puppets and other resources (sand, logs, trees, etc) to help tell the story.

Inventors Room (Cheyenne)

Physical	Personal, social, and emotional	Communication & language	Overview and special events
<ul style="list-style-type: none"> ~ I will be able to hold a pencil between thumb and two fingers ~ I can use one-handed tools and equipment ~ I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed ~ I can copy some letters from my name ~ I will observe the affect of activity on my body 	<p>Personal, social and emotional development:</p> <ul style="list-style-type: none"> ~ I can usually tolerate delay when my needs are not immediately met ~ I will be confident to speak to others about my own needs, wants, interests and opinions ~ I will be able to confidently speak to others about own needs, wants, interests and opinions ~ I will show confidence in asking adults for help ~ I will initiate play, offering cues for peers to join me 	<ul style="list-style-type: none"> ~ I will have single channelled attention ~ I will respond to instructions involving a two part sequence ~ I will listen to others one-to-one or in small groups, when conversation interests me ~ I will show understanding of predispositions such as under, o top, behind by carrying out an action or selecting the correct picture ~ I will begin to understand why and how questions 	<p>This month in inventors our topic is Hospitals! We will be looking at hospitals but also at our bodies and senses and our emotions as this can all link in with each other. Some activities we will be doing is hospital role play, guess the bone, sensory play, germs and how we feel!</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> ~ I will show awareness of rhyme and alliteration ~ I will handle books carefully ~ I will hear and say the initial sound in words ~ I will link sounds to letters, naming and sounding the letters of the alphabet 	<ul style="list-style-type: none"> ~ I will realise that not only objects but anything can be counted, including steps, claps or jumps ~ I will show an interest in representing numbers ~ I will recognise numerals 1- 5 	<ul style="list-style-type: none"> ~ I will play alongside other children who are engaged in the same theme ~ I will join construction pieces together to build and balance ~ I will select appropriate resources and adapts work where necessary 	<ul style="list-style-type: none"> ~ I will show interest in different occupations and ways of life (We will be focusing on the occupations of hospital doctors and nurses and ambulance paramedics and what they do.)

Investigators Room (Anju)

Physical	Personal, social and emotional	Communication and language	Overview and special events
<ul style="list-style-type: none"> * Handles tools, objects, construction and malleable materials safely and with increasing control. * Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<ul style="list-style-type: none"> * Can describe self in positive terms and talk about abilities. * Can usually adapt behaviour to different events and social situations. * Explains own knowledge and understanding, and asks appropriate questions of others. 	<ul style="list-style-type: none"> * Listens to others one to one or in small groups, when conversation interests them. * Listens and responds to ideas expressed by others in conversation or discussion. * Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	<p>The theme of this month is occupations. For this month we are learning about different occupations and what we inspire to be when we grow up. We will look at the different roles people have in the society and trigger children's curiosity about each one of them. Please feel free to send books, costumes or anything related to occupations for our show and tell at nursery.</p>
Literacy	Mathematics	Expressive arts and design	Understanding the world
<ul style="list-style-type: none"> * Recognises familiar words and signs such as own name and advertising logos. * Gives meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> * Records, using marks that they can interpret and explain. * Can describe their relative position such as 'behind' or 'next to'. 	<ul style="list-style-type: none"> * Constructs with a purpose in mind, using a variety of resources. * Create simple representation of events, people and objects. 	<ul style="list-style-type: none"> * Shows interest in different occupations of ways of life. * Talks about why things happen and how things work. * Shows skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.